DOCUMENT RESUME

ED 083 406 CE 000 396

AUTHOR	Richardson, Clyde M.
TITLE	A Comprehensive Evaluation of the Colorado Cooperative Extension Service New Employee Orientation Program.
INSTITUTION	Colorado State Univ., Ft. Collins. Cooperative Extension Service.
PUB DATE	Jul 73
NOTE	254p.; For related documents, see CE 000 394 and CE 000 395
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	County Officials; Employees; *Extension Agents; Government Employees; *Guides; *Orientation Materials; *Program Evaluation; Supervisors
IDENTIFIERS	*Colorado

ABSTRACT

The orientation program of the Colorado Cooperative Extension Service was evaluated over a year and a half period focusing on revision of the Supervisor's Guide [CE 000 395] and development of the guide for new employees [CE 000 394). Among the findings were that the supervisor's use of the Guide was directly proportionate to his willingness to accept orientation as a supervisor's responsibility and that the new employee's satisfaction with his orientation was directly proportionate to how much the Guide was used. Recommendations for future implementation center around improving the degree of Guide usage since many supervisors report a lack of understanding of their responsibility in orientation. Appendixes include several opinion studies done at different periods and the two guides investigated. (MS)

FILMED FROM BEST AVAILABLE COPY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A COMPREHENSIVE EVALUATION OF THE COLORADO COOPERATIVE EXTENSION SERVICE NEW EMPLOYEE ORIENTATION PROGRAM

ED 083406

Abstract

Orientation training as defined in this study is the process of enabling the new subordinate to the staff to adjust to his full professional potential with dispatch and good feeling.

"The Supervisor's Guide for the Orientation of New Extension Employees" was developed November 1971 to enable supervisors--that is, County or Area Directors, District Directors, Department Heads and others with supervisory responsibilities--to accomplish the above objective. The Guide was developed with four basic management principles in mind.

1. The immediate supervisor is responsible for the training of his subordinates.
2. Training is based on needs--organizational, situational and personal.
3. "Training should be planned, scheduled, executed and evaluated systematically." (Van Dersal, "The Successful Supervisor", 1968.)
4. "Funds spent for personnel constitute by far the largest expenditure of the Cooperative Extension Service." (Sanders, "Instruction in the Cooperative Extension Service", 1972.)

The evaluation of the Colorado orientation program was conducted over 1½ years involving 63 new staff members and their supervisors. The study considered the degree the Guide was followed in the nine areas of:

1. Personal Needs
2. Office Procedures
3. Immediate Responsibilities

CE 000 396

4. Meeting People
5. Understanding The Organization
6. Position and Job
7. Duties and Roles
8. Program Development
9. Professional Improvement

The study related to these same areas in relevance of materials and activities covered and suggested; how much the supervisor would have done anyway; the supervisor's perception of the subordinate's satisfactions, understanding and productivity; and his own acceptance of the responsibility. In addition, the new employee was asked to rate his perceived amount of received orientation and his perception of his understanding.

Findings

Among the findings were:

The Supervisor's use of the Guide was directly proportionate to his willingness to accept orientation as a supervisor's responsibility. And the new employee's satisfaction with his orientation was directly proportionate to how much the Guide was used. Average use of the Guide as designed was low and had effect on the strength of the correlations. There were, however, obvious differences in satisfaction between those supervisor-new employee cases that did use the Guide and those who used it very little.

The Guide was termed useful, helpful and relevant with some changes by most supervisors; the more used the more helpful and relevant.

Changes and Revisions

1. The number of areas (phases) in the Guide were reduced from nine to seven. Immediate Responsibilities phase was moved to the Introduction as a method rather than an area of orientation in itself,

and Position and Job and Duties and Roles were combined.

2. The phase on Program Development was revised because of organizational direction.
3. The title was changed to "The Supervisor's Guide for the Orientation of Extension Employees" deleting the word "New" so that the Guide's use might be more strongly emphasized for experienced and transfer employees.
4. "A Guide to Success for New Colorado Extension Employees" was developed because most supervisors gave their own "Supervisor's Guide" to the new employee to read--a use not intended. In addition, many supervisors felt the new employee should share a little more of the responsibility. Another motive of "The Guide to Success" is to prompt the new employee into asking questions, thus adding another force so that orientation can more readily occur.

Recommendations

Recommendations for future implementation center around improving the degree of Guide usage. Middle administrators, upon becoming proficient with the orientation process, counsel with their subordinate supervisors on Guide use and their orientation responsibility. This recommendation is derived from supervisors relating a lack of understanding of their responsibility in using the Guide and lack of records kept on orientation. There was also a degree of lack of acceptance to being responsible for orientation training, which could relate back to the methods in which the Guide was received and their understanding of the responsibility.

It appears that perhaps organizational committment had not been attained during the study. However, if the management principles of Van Dersal,

Maslow, "The National Policy on Staff Training and Development" and others are valid and the supervisor is responsible for the training of his subordinates as seems to be supported in this study, then the organizational committment would be one that should be worked toward.

Clyde M. Richardson
Project Coordinator, Orientation Training
Cooperative Extension Service
Colorado State University
Fort Collins, Colorado 80521

A

COMPREHENSIVE EVALUATION

OF

THE COLORADO COOPERATIVE EXTENSION SERVICE

NEW EMPLOYEE ORIENTATION PROGRAM

BY

CLYDE M. RICHARDSON

Project Coordinator - Orientation Training

Office of Staff Training & Development

Colorado Extension Service

Colorado State University

Fort Collins, Colorado

In Cooperation with Extension Service/USDA

July 1973

ACKNOWLEDGEMENTS

The Coordinator of the Orientation Project is indebted to the Colorado Extension Service for allowing this study to be conducted, specifically--Director Lowell H. Watts for his support in providing time and direction; Melvin L. Eckard, Staff Training and Development Coordinator, for his contributions, support, guidance and encouragement; the Assistant and District Directors who reviewed, contributed to and used the Guides; the Department Heads, County and Area Directors and new employees who used the Guides and participated in the interviews of the study that resulted in the revisions and recommendations.

Special appreciation is expressed to Administrator Edwin S. Kirby, Extension Service/USDA, for financial support to the project and to ES Specialist, Educational Methodology and Evaluation, Staff Development, Claude F. Bennett for his expert aid and support in designing the study and analysing the data.

Without all these people, their cooperation and support, this study could not have been completed.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS i

I. THE ORIENTATION PROCESS 1

The Situation 1
The Development of the Supervisors Guide for the Orientation of New Extension Employees 3

II. THE STUDY 10

Evaluation. 10
The Design of the Evaluation. 10
Variables 11
"How Would You Rate Your Orientation?" An Opinionnaire . 11
Implementing the Guide. 13
The Study of the Guide. 14
Analysis and Findings 16
Other Indicators. 23

III. CONCLUSIONS AND REVISIONS. 29

Revision of the Supervisors Guide for the Orientation of Extension Employees 29
The Guide to Success in Extension For New Colorado Extension Employees. 30

IV. RECOMMENDATIONS AND SUMMARY 32

Orientation Procedure Recommendations 32
Summary 34

BIBLIOGRAPHY 35

APPENDIX A1. 36
Opinionnaire Study Before Initiation of Supervisor-Guided Process

APPENDIX A2. 67
Opinionnaire Study After Initiation of Supervisor-Guided Process

APPENDIX A3. 77
Understandings as Perceived by New Employees During Supervisor-Guided Orientation

TABLE OF CONTENTS (Cont.)

APPENDIX A4 87
Persons Perceived Responsible for Their Orientation by New Employees

APPENDIX A5 91
Perceptions of Supervisors at 3-6 months

APPENDIX A6 98
Perceptions of Supervisors at One Year

APPENDIX B. 105
Instruments Used in The Study

APPENDIX C
The Supervisors Guide for the Orientation of Extension Employees

APPENDIX D
A Guide to Success in Extension for New Colorado Extension Employees

CHAPTER I

THE ORIENTATION PROCESS

The Situation

Orientation training is defined herein as the process of interpretation and adaptation by new employees (new to Extension, the location and/or the position and job) to the new environment and/or assignment. Orientation training takes into consideration time, space, objects and persons including all the variables associated within these basic givens for that particular situation and resultant surroundings.

Orientation has always taken place in Colorado Extension but the type of orientation training has not always produced desirable results for the individual or the organization. Even without any guides or written processes new employees developed a perception of their jobs, became familiar with the location, the people and ultimately became productive. New employees proceeded with differing degrees of rapidity toward becoming assets to the organization, either by asking questions or by gaining empathy and varying degrees of help from a supervisor, fellow employee or client. But just "letting orientation happen" to all new employees did not work for some fell by the wayside as "drop outs" who just "couldn't take it" or who "weren't right for the job anyway".

Colorado's Extension orientation program since 1965, however, did utilize a "Get Acquainted Guide" that was provided to the new employee when he came on the job. It consisted of a correspondence-course type of training, requiring the new employee to complete two units of study. Unit A consisted of 8 study guides (lessons) relating to the location, office, clientele, Extension publications, handbooks and organization.

Unit B, with 7 lessons, utilized the Kelsey and Hearne textbook "Cooperative Extension Work" as the basis for study. Lessons were to be signed by the County or Area Director and the District Extension Director as a certification that the material was covered and lessons were graded or appraised by the In-Service Training Officer. This procedure was used only for field staff.

In addition, a "New Workers' Conference" was held on the CSU Campus each year for all new workers hired since the previous conference. This conference consisted of further discussion about the organization, philosophy, presentation of group and social dynamics models and meeting of many of the state administrative staff.

The "Getting Acquainted Guide" seemed to satisfy the organizational need until new employees ceased receiving "Guides" when they were hired. No study has been conducted on why the process was discontinued.

The termination of the "new worker" conference came with more of a reaction. New employees during and on completion of the conference were exhibiting signs of frustration. Supervisors were indicating that new employees were getting ideas damaging to the new employees' performance. These frustrations and differences could have been a result of clashes in philosophies occurring between those philosophies exposed at the conference and those exhibited under the local working condition. The last new worker conference was held in the fall of 1970.

The voids left by the absence of the "Get Acquainted Guide" and the new workers conference began to be felt by new employees hired after 1970. Comments were received by Colorado Extension administrators that supervisors were asking when a new orientation guide would be developed, and organizationally the development of a new orientation procedure became a priority task.

The Development of "The Supervisor's Guide for the Orientation of New Extension Employees"

"The Supervisor's Guide for the Orientation of New Extension Employees" (see Appendix C - Revised Edition) was finalized in November of 1971 and placed in use by "immediate supervisors" for orienting their subordinate new Extension employees. "Immediate supervisor" pertains to the person with direct line authority over the new staff member, and in this study may include Department Heads, District Extension Directors, Assistant Directors, and Area and County Directors.

The Guide was developed with four basic management principles in mind.

1. The immediate supervisor is responsible for the training of his subordinates.
2. Training is based on needs--organizational, situational and personal.
3. "Training should be planned, scheduled, executed and evaluated systematically." (Van Dersal, 1968, p. 111)
4. "Funds spent for personnel constitute by far the largest expenditure of the Cooperative Extension Service." (Sanders, 1972, p. 14)

1. The immediate supervisor is responsible for the orientation of new Extension employees (his subordinates).

"In all aspects of the induction program the new employee's immediate supervisor is responsible for seeing that needed learning opportunities are provided and utilized." (National Policy Statement on Staff Training and Development, 1968, p. 6) This quote by itself provides a substantial foundation for the direction taken in the Colorado orientation process. Van Dersal (1968) provides further support by saying that:

> . . . orientation training in many government agencies and in many companies is performed by a training officer or his staff in special training classes. But this cannot relieve the supervisor of any responsibility whatever for the training of his own people. His new man may learn a great deal in the training class. But no such class can provide those personal details that orient the new man in his particular job, in his particular group of people, with his supervisor and in the unique work situation to which he is assigned. (pp. 101-102)

"It's the task of the Supervisor to take the initiative in analysing his staff members' qualifications and supervisory needs of the organization." (Amend. 1970, p. 22)

"Guides for Supervisors" (1963) published by the Employee Development Division, Office of Personnel, USDA, points out the major responsibility for orienting employees rests with the supervisor. It also relates that others have formal and informal responsibilities such as personnel and employment officers, division chiefs and fellow employees, but that the supervisor draws the greatest benefits from a successful orientation.

2. Training is based on needs--organizational, situational and personal. The National Policy Statement on Staff Training and Development (1968) relates that:

> . . . The objectives of an induction program are to enable the beginning Extension employee to adjust to his full professional responsibilities with dispatch and good feeling, to understand what is expected of him, to have the information necessary to carry out his assignments, and to feel secure in his work. (p. 6)

The report also relates specific needs of each group of employees differ, and that these needs may be met through individual and group learning experiences. This thought is supported by Van Dersal (1968) adding that individuals must be interested in training before they will accept training.

The Guide was developed with a foundation in supervisory respon-

sibility and with basic needs to be satisfied as identified by Maslow and used as building blocks to make the foundation solid.

Maslow developed a hierarchy of basic needs in his Theory of Human Motivation (1970 pp. 35-47). These needs are (a) the physiological needs, that is those needs related to the functions of the body; (b) safety or security needs; (c) the love or belonging needs; (d) the esteem or respect needs; and (e) the self-actualization needs--the desire to be creative. A comparison of Maslow's identified needs in the order he places them to the suggested phases consisting of personal, situational and organizational needs of the Guide may be observed in Figure 1.

Guide Phases / Maslow's Hierarchy	Physiological	Safety-Security	Love-Belonging	Esteem-Respect	Self-actualization-Creativity
Assistance with immediate personal needs	X	X	X		
Familiarize with office & organizational procedures	X	X	X	X	
Assist in assuming immediate responsibilities	X	X	X	X	
Assist with meeting people	X	X	X	X	
Becoming familiar with the Extension organization	X	X	X	X	
Understanding position and job	X	X	X	X	X
Understanding duties and roles	X	X	X	X	X
Understanding program development	X	X	X	X	X
Awareness of professional competence and professional improvement opportunities	X	X	X	X	X

Figure 1 - Comparison of how Maslow's identified needs may be approached by use of the Supervisor's Guide with new employees.

As perceived by the authors of the Guide, a progression from the basic physiological need focused on at the beginning of the process to the self-actualization-creative need emphasized by understanding program development and "awareness to other professional improvement opportunities" seems evident.

The National Task Force on Cooperative Extension In-service Training in "Induction Training for County Extension Agents" provides support to the theory by relating that the success that a new employee hopes for and what others want him to have is likely to come only when the new employee: understands what is expected of him; feels that he is an important part of the Extension Service--that he belongs; feels secure in his work and receives recognition for his efforts.

3. "Training should be planned, scheduled, executed and evaluated systematically." (Van Dersal 1968, p. 111)

This is the major purpose behind development of a Guide and a process for implementing it. The National Policy Statement on Staff Training and Development (1968) supports this principle in that experiences provided in the first year's program need to be coordinated to provide sequence, continuity and integration for the new employee in an efficient manner. The policy states orientation training "begins the first day on the job and continues through the first year of employment". (p. 6) A further point made by the policy related a need for the same kind of learning experiences being essential for staff members who change positions within the organization and who assume quite different responsibilities.

4. "Funds spent for personnel constitute by far the largest expenditure of the Extension Service." (Sanders 1972, p. 14)

In addition to the principles and theories discussed to this point, a "given" emerges which must be considered an essential element for initiating staff training efforts and protecting the investment. This is "administrative support to create an organizational climate in which staff members can grow and develop". (A People and a Spirit, 1968, p. 38)

Colorado Extension Service policies that allowed for the supervisor-guided orientation procedure presented in this report may be found in the Colorado Extension Handbook and are as follows:

Position Description: County or Area Extension Director

> Is responsible for the orientation of new Extension professionals, paraprofessionals, and office secretaries in his administrative unit. Exercises leadership in determining and implementing training needs including professional improvement plans for himself and staff members. Provides and arranges for counseling on professional development and career planning. (Extension Handbook, 1972, pp. 146-147)

Position Description: District Extension Director

> Exercises leadership in determining training needs and securing training programs including professional improvement for himself and the field staff. Is responsible for orientation of newly appointed immediate subordinates. Provides or arranges for counseling related to professional development and career planning. (Extension Handbook, 1972, p. 144)

Position Description: Assistant Directors (Program Areas)

> Is responsible for orientation, supervision and counseling of immediate subordinates including secretaries. (Extension Handbook, 1972, pp. 124, 128, 138)

Position Description: Director of Extension

> Is responsible for orientation of newly appointed immediate subordinates. (Extension Handbook, 1972, p. 110)

Position Description: Program Coordinators

> Is responsible for orientation, supervision and counseling of immediate subordinates who may be assigned, including secretaries and, on arrangement by the Assistant Director, assists departments with integrated Extension staff in answering to the various Civil Rights requirements.

Probationary Period - County/Area Staff

Newly appointed county and area staff are employed for a one-year probationary period. The purpose of this probationary appointment is to permit the Extension Service opportunity to evaluate the employee's capabilities and interest, and to give the employee opportunity to determine if Extension educational work is appealing as a career. The immediate supervisor is responsible for orientation and evaluation of the employee's capabilities and interest in Extension.

If the employee's work is satisfactory during the one-year probationary period, the immediate supervisor will forward through regular administrative channels a recommendation that the employee be placed on regular employment status. Upon approval of the recommendation, the Director will notify the employee in writing indicating removal from probation.

If performance falls below that expected of a new employee, a counseling conference will be held with the employee to determine if the probationary period is to be continued on a temporary basis for additional evaluation, or if employment is to be terminated.

Orientation Responsibility - County/Area Staff

Orientation of new Extension personnel is the responsibility of the immediate supervisor. Assistance and guidelines for orientation are provided in the "Supervisor's Guide for the Orientation of New Extension Employees". It is the immediate supervisor's responsibility to provide opportunity for an adequate orientation.

The immediate supervisor should develop a CEMIS line item task specifically for the orientation situation and set aside time for the supervisor, staff and new worker for counseling, tours, study, and other "get-acquainted" activities.

In addition to reporting the time spent in orienting the new employee on the weekly CEMIS Activity Report, the supervisor should maintain permanent records of the orientation process as suggested in the Extension Affirmative Action Program. Suggested procedures are available in the "Supervisor's Guide for the Orientation of New Extension Employees".

Orientation - State Staff

State staff personnel are subject to the "Faculty Appointment and Tenure Policy" as outlined in the Faculty and Administrative-Professional Staff Manual of the University.

Orientation of new workers is the responsibility of the immediate supervisor. Department heads with Extension specialists are en-

couraged to follow the orientation policy as outlined. The appropriate Assistant Director is responsible for maintaining close working relationships with the heads of the departments in this regard and to make certain Extension organizational requirements and methodology are incorporated into each new state specialist's orientation. (Extension Handbook, 1972, p. 172)

CHAPTER II

THE STUDY

Evaluation

Evaluation is generally considered an important element in any type of educational venture. Evaluation of training seems to have the similar basic factors identified in A People and a Spirit (1968) as program evaluation. "Was the Extension function performed effectively? If so, why? If not, why not? Were results obtained by the public served appropriate to their needs?" (p. 42) The public in this case would be new Extension employees.

The Design of the Evaluation

The objectives of the Colorado Extension Service orientation program follow closely the line of thinking expressed for an induction program provided in the National Policy Statement on Staff Training and Development (1968). "To enable the beginning Extension employee to adjust to his full professional responsibilities with dispatch and good feeling and to understand what is expected of him." (p. 6)

Findings and data are recorded in this chapter concerning and relating to:

- -the supervisor's perceptions of the new employee's productivity, satisfactions and understandings
- -the supervisor's use of the Guide
- -the helpfulness of the Guide to the supervisor
- -how much of the orientation the supervisor would have performed anyway without the use of a Guide

-how much of what was presented in each phase the supervisor felt was relevant to orientation

-how the supervisor felt about having the responsibility of orientation

-the supervisor's comparison of the advantages of having a Guide for use in orienting new staff to not having this type of aid.

Data are also recorded on new employees' satisfactions with their orientation training before the adoption of the Guide, as well as after and on understanding of those employed after the Guide went into effect.

Variables

The intended design of the Guide was such that any supervisor having responsibility for orienting Extension personnel could use it. This kind of usage covers a spectrum of variations both in the situations in which the Guide comes into use and the employees Extension hires. For instance, the Guide's usages in this study included department heads' orientation of specialists, an Extension administrator orientation of a program coordinator, District Extension Directors' orientation of County Directors in single Extension personnel counties--the principals separated by miles, and County Extension Directors with new subordinate agents.

New employees come with Ph.D.'s, master's and bachelor's degrees; no office nor professional experience; experience in other jobs and offices but not Extension; Extension experience from other states and in-state transfers (though the latter aspect was not studied in great depth).

"How Would You Rate Your Orientation" - an Opinionnaire

An opinionnaire "How Would You Rate Your Orientation" was mailed at the beginning of the project (February 1972) to the 34 Extension employees--field and state--employed since July 1, 1970. The purpose of this part of

the study was to provide data which might be compared with future data collected from employees oriented by the supervisor-guided process. Though comparison of individual to individual is not possible, mean comparison would be possible. A copy of the opinionnaire is provided in Appendix B. Note the first nine questions of the opinionnaire relate to the nine categories or phases of the Supervisor's Guide.

Thirty-one respondents completed the opinionnaire. The three that did not complete the opinionnaire did return comments.

Table 2 is constructed by categorizing and comparing averages of responses. Conclusions may be drawn by assuming a breaking point of 7 or above as a satisfying orientation experience and 6 and below as a less than satisfying orientation experience or, at least, a recognition by new employees that they didn't receive some things they felt should have been offered. The ratings are on a twelve point high scale.

Total No. Responding (31)	(10) Exper. New Emp.	(7) Summer Exper.	(14) Emp. w/no Experience	(13) Men	(18) Women	Field Staff	(11) Campus	All Respon-dents
Personal Needs	4.5	9.0	7.3	6.8	6.5	7.8	4.6	6.6
Office Proced.	7.6	7.4	7.3	7.3	7.5	8.0	6.3	7.4
Immed. Respon.	6.3	7.7	6.0	6.0	6.9	6.7	6.7	6.0
Mtg. People	7.3	7.2	7.2	7.5	7.0	7.6	7.2	5.8
Organization	6.9	5.7	5.9	5.5	6.5	5.8	6.5	7.2
Position & Job	7.2	6.0	6.3	6.8	6.3	6.4	7.0	6.6
Duties & Roles	6.0	6.0	5.3	5.7	5.1	5.9	5.5	5.7
Program Dev.	7.5	6.8	7.2	6.4	7.6	7.1	6.0	7.4
Prof. Improv.	4.8	6.4	5.9	5.0	6.3	5.7	6.0	5.7
Overall Orien.	6.6	7.5	5.9	6.0	7.0	7.1	5.6	6.6

Table 2 - Responses on a 12 point scale opinionnaire asking respondents not oriented by supervisor using a guide to rate their orientation in 9 categories. The group is broken into 8 classifications.

It needs to be pointed out that the distribution of markings on the scale was wide in most categories, (see Figure 1, Appendix A1) and that when means are computed they fall at about mid-point on the scale with a high percentage of respondents in both the satisfying or less than satisfying experience areas of the graph.

In addition to the marking on the scales, the new employees were asked to respond to those areas they would like more help or training in.

"Program development" was ranked most often as a training need with "roles and duties", "organizational procedures" and "communications" tying for second place (see Figure 2, Appendix A1).

When asked who they believed should be directly responsible for their orientation training, the Department Head was identified most by state staff as responsible for their orientation followed by the Program Leader and Staff Training Officer, respectively (see Figure 28, Appendix A4).

Field staff identified the Agent in Charge* most often as responsible for their orientation with the staff training officer a distant second and program leader, District Agent** and other staff members tying for third.

Data from the Opinionnaire seems to re-emphasize support for a new orientation effort and an effort utilizing a supervisor-guided process.

A completed summary of scale distribution and remarks may be found in Appendix A1. The reader may again note the broad range of markings and the range of remarks including those that relate satisfaction, dissatisfaction and feelings of orientation not relative to their situation.

Implementing the Guide

The Guide was distributed in different ways. Field supervisors (County and Area Directors) received them in general from their District Directors at district meetings, in individual office conferences or by mail.

*Area/County Extension Directors
**District Extension Directors

Department Heads received their copies at staff meetings or individually when the department was to receive a new Extension specialist in person from Assistant Directors or by mail. In addition, because of new policy pertaining to Civil Rights legislation within the organization, the second printing of the Guide contained these new changes. As new employees were hired the immediate supervisor received a new guide from his supervisor regardless of whether he already had one or not. Two cassette tapes were prepared to accompany the guide to the supervisor. The first was a programmed "lead through the Guide" type of tape. It was judged "too long" by those reviewing it and not put into use. The second tape was shorter and more comical. Though seemingly acceptable, it was not used in the process of implementing the Guide. These tapes are still available, but the first is out of date.

In most cases then, the Guide was presented to those expected to use it with 1) a short presentation at a meeting, 2) in private consultation, or 3) in the mail with an accompanying letter sanctioning the Guide's use.

The Study of the Guide

Comparison of data collected from different audiences at different periods of time perhaps is not a sound practice for presenting the most valid and reliable of conclusions. However, differences were enough in the responses of the two groups of new employees that it seems feasible to present the comparison data in this section. Table 3 presents the means from opinionnaires relating satisfaction or, more accurately, "How much orientation I believe I received" from eight different categories of new employees receiving orientation in the nine phases of orientation through the supervisor-guided process. To aid in analysis of these means, keep in mind that the range of responses (Figure 10, Appendix A2) is wide possibly due to the

variety of uses of the Guide, acceptability of the immediate supervisor being responsible for orientation, the differences in education and experiences of new employees and other variables difficult to control in the study of a working orientation. Total number of responding - 32, with up to 41 responses (9 interviewed twice).

	(41) All	(20) Exten. Exper.	(8) Other Related Exper.	(13) No Exper.	(9) Campus Staff	(32) Field Staff	(22) Men	(20) Women
Personal Needs	9.6	9.0	10.0	9.7	9.8	9.8	9.0	9.8
Office Proced.	8.8	8.4	9.8	8.1	8.7	8.5	8.5	8.7
Immed. Respon.	8.5	8.1	9.3	7.8	9.9	8.1	7.4	9.1
Mtg. People	9.0	8.5	9.4	8.9	8.3	8.9	8.6	8.9
Organization	8.4	7.7	9.6	8.2	7.8	8.4	7.6	8.9
Position & Job	8.4	7.7	9.6	8.2	9.0	8.0	7.9	8.7
Duties & Roles	7.8	8.2	8.3	7.5	6.7	7.8	7.1	8.6
Program Dev.	8.5	8.0	9.8	8.1	8.2	8.4	8.0	8.4
Prof. Improv.	7.6	7.4	8.0	7.1	8.2	7.2	7.1	7.8
Overall Rating	8.6	7.9	9.5	8.5	8.8	8.3	8.0	8.8
Average	8.5	8.1	9.3	8.2	8.5	8.3	7.9	8.7

Table 3 - Mean data from new employees receiving orientation through the supervisor-guided process. 12 point scale, 12 high.

Compare these means with Table 2 (Ch. 2) and Figure 1 (Appendix A1), new employees hired before initiation of the supervisor-guided orientation procedure. Comparing Figures 10 and 1, note that the distribution cluster is somewhat higher in Figure 10 and the means are higher overall, and in each category, than in Figure 1. Summer experience and other relevant experience cannot be compared but are presented as elements which can be compared in their respective illustrations.

Also note that in each employee category there is a decline in rating from personal needs to professional improvement. This could be perceived due to the increasing complexity of the orientation areas and the time it takes to become oriented to these phases. Both tables show this decline. However, Table 3 shows more uniformity of orientation received in personal

needs than do those employees responding in Table 2, an area not covered, by the way, in most other induction-orientation guides.

Analysis and Findings

The Spearman Rank Correlation Coefficient (r_s) (Seigel, 1956, pp. 203-213) was used in measuring association of identified variables presented in the following discussion. The correlations are discussed in four different contexts. All S-NE (Supervisor-New Employee) cases, 3-12 months duration; 9 S-NE cases completing the 12-month orientation period; state S-NE cases, 3-12 months duration; and field S-NE cases, 3-12 months duration. Means of Supervisor-New Employee responses will also be used to aid in the analysis.

	Degree Guide Followed		Helpfulness		Would Have Done Anyway		Relevance		Perceived New Employees Satisfaction		Perceived New Employees Understanding		New Employees Understandings		New Employees Satisfactions	
Duration:	12 mo.	3-6 mo.	12 mo.	3-6 mo.	12 mo.	3-6 mo.	12 mo.	3-6 mo.	12 mo.	3-6 mo.	12 mo.	3-6 mo.	12 mo.	3-6 mo.	12 mo.	3-6 mo.
Personal Needs	6.2	5.5	8.0	8.0	7.7	7.9	8.1	7.8	9.2	9.7					8.9	9.4
Office Proced.	7.8	7.7	9.3	8.7	7.4	8.2	9.1	9.0	8.6	9.1	9.2	9.4	9.9	9.3	8.0	8.8
Immed. Respon.	6.3	4.9	8.7	6.7	7.6	8.1	7.7	8.3	9.4	8.9	8.9	9.3	9.9	9.6	7.7	8.4
Mtg. People	6.2	6.0	8.3	7.0	7.7	8.6	9.7	8.9	9.0	9.0	10.0	9.4	10.7	10.4	8.3	8.9
Organization	6.4	6.2	8.8	7.3	6.7	7.4	8.6	8.7	8.9	8.7	8.2	8.7	9.7	9.2	8.2	8.3
Position & Job	5.8	6.0	8.3	7.7	7.1	8.4	8.9	9.3	9.3	9.4	8.2	9.7	9.4	9.3	7.8	8.4
Duties & Roles	6.2	4.9	8.3	6.5	7.6	7.8	8.4	8.6	9.3	8.8	9.3	9.1	9.7	9.0	7.3	7.8
Program Dev.	5.8	4.4	8.6	6.8	8.1	7.5	9.6	9.0	9.3	7.7	9.3	9.1	9.4	8.4	7.9	8.6
Prof. Improv.	6.0	3.8	7.9	7.1	8.4	7.1	9.0	8.3	8.4	9.1	9.2	9.0	9.9	9.4	7.2	7.5

Table 4 - Overall mean ratings relating to the Guide and to the orientation of new employees as perceived by the supervisor and new employee. 12 point scale, 12 high.

1. Use of the Guide by the Supervisor affects the new employee's perception of amount and kind of orientation provided (more use - more satisfaction).
   All cases .25; 12 month duration .11; state .33· field .18.
   None of these correlations are significant at the .05 level. However, in discussing use it seems important to point out that use or degree the guide was followed was low and could affect this measurement as well as other measurements involving use of the Guide. (See use means in Table 4). Note there is some correlation, however.
2. Use of the Guide by the supervisor affects the new employee's perceived understanding of orientation provided (more use - more understanding).
   All cases .11; 12 month duration .13; state .40; field .10.
   Again, significance at the .05 level is not prevalent. However, the correlation on state staff use is high, and it is within this grouping that the Guide was used to the fullest by one supervisor out of the six studied within that group.
3. Use of the Guide by the supervisor affects the productivity of the new employee as perceived by the supervisor (more use - more productivity).
   All cases .09; 12 month duration -.21; state .01; field .23.
   Correlations varied dramatically from the negative association with the nine 12 month duration new employees to a higher association in field staff. None of the correlations are significant at the .05 level.
   The negative correlation indicates that orientation occurred and the new employee became productive regardless of degree of Guide use within this group. Note in Table 5 the productivity mean rating is high while acceptability of responsibility and comparison of methods is moderate for 12 month duration grouping.

	(32) 3-6 month group	(9) 12 month group
Productivity of new employee as perceived by the supervisor	9.6	10.0
Acceptability of responsibility for orientation by the supervisor	10.0	8.4
Comparison of the supervisor-guided method of orientation with orienting new employees without a guide	9.2	7.6

Table 5 - Mean ratings by supervisors of productivity of new employees, acceptability of responsibility and comparison of orientation methods.

4. A significant correlation at the .05 level (.60) was revealed between acceptability of responsibility and comparison of methods with the 12 month grouping indicating the more acceptable the supervisor was to being responsible for orienting new employees the higher the rating of the guided method compared to other orientation methods he had used.

5. The supervisor's acceptance to being responsible for the orientation of new staff members has an effect on the amount he uses the Guide (more acceptance - more use).

   All cases .25; 12 month duration .41; state .33; field .45.

   Correlations are fairly strong in this association to being significant to the .05 level with field staff.

6. The use of the Guide by the supervisor will affect the new employee's understandings of those items and activities of orientation as perceived by the supervisor (more use - more perceived understanding).

   All cases .06; 12 month duration .55; state -64; field .15.

   The range of correlation is wide in this association from almost significant for those cases involved in the process for one year to a negative correlation by state staff indicating understandings were perceived regardless of Guide use. Table 4 shows supervisory-perceived understandings high while use of the Guide is moderate to low.

7. The use of the Guide by the supervisor will affect the perceived satisfaction of the new employee with his orientation as perceived by the supervisor (more use - more perceived satisfaction).

   All cases .18; 12 month duration .55; state -.73; field .46.

   Again, a wide range of correlation from a significant association at the .05 level for field cases and highly negative correlation for state cases indicating perceived satisfaction regardless of Guide use.

8. Supervisor-perceived relevance of the materials in the Guide affected the supervisor's use of the Guide (more perceived relevance - more use).

   All cases .16; 12 month duration .16; state .42; field .37.

   The field correlation is significant at the .05 level supporting this hypothesis while state supervisors, though rejecting the hypothesis, did feel materials in the Guide were relevant. Table 4 shows the mean ratings on relevance by all supervisors. State supervisors mean overall relevance rating was 8.8 One Department Head rated at 5.5 but gave his Guide to the new employee for 5 months before using it in counseling.

9. The supervisor's experience in Extension affects his use of the Guide (more experience - more use). Only those supervisors with Extension experience were considered in regard to this association.

   All cases .18; 12 month duration .86; field staff .04.

   There appears to be a significant (.05 level) association with experience and amount of use of the Guide with eight supervisors using the Guide for the full year and only indications that more Extension experience might induce more Guide use with all or field supervisors.

10. The more the Guide is used by the supervisor the more he perceives it as helpful

    All cases .10; 12 month duration .16; state .09; field .04.

There is no significant association at the .05 level in the preceding statement though some association is prevalent. Table 4 shows a decline from personal needs to professional improvement in both use and helpfulness means in the 3-6 months duration group and none to slight decline on those using the Guide one year. (See Figures 34 and 35 in Appendix A5 and Figures 40 and 41 in Appendix A6 to get a graphic view of these responses.)

11. The more Extension experience the new employee has the more the supervisor uses his Guide.

    All cases .25; 12 month duration .63; state .70; field -.04.

    The above association is significant at the .05 level for the 12 month duration cases and correlates highly for all cases and state cases. It is, however, rejected for field cases indicating the supervisor in the field may use his guide more with new workers with less or no experience. There were many new employees with no experience in the field and all cases groupings.

12. The more satisfied the new employee is with his orientation the greater the supervisor perceives (rates) his productivity.

    All cases .26; 12 month duration .28; state .67; field .33.

    Associations were strong in all groupings with the correlation being significant at the .05 level on the 12 month duration group.

13. The greater the new employee perceives his understanding of items and activities he has received in orientation the greater his supervisor perceives (rates) his productivity.

    All cases .10; 12 month duration -.28; state .43; field .16.

    Correlations appear weak in these associations and no association apparent with the 12 month duration group indicating the new employee's under-

standing with this group didn't relate to supervisor-perceived productivity.

14. The higher the supervisor perceives the new employee's understanding of orientation presented the more productive he perceives the new employee.

    All cases .44; 12 month duration .03; state .40; field .69.

    There is significance (.05 level) in this association with all cases and field groupings and indications of association with the state group. The 12 month duration group only weakly correlated.

15. The more satisfied the new employee is with his orientation (amount and kind) the higher his productivity as perceived by the supervisor.

    All cases .38; 12 month duration .14; state .64; field .43.

    Significant correlations (.05 level) prevail in the all cases and field groupings with strong correlations occuring with state. The 12 month duration grouping appeared not to correlate as high.

16. The more Extension experience new employees have the more satisfied they will be with the orientation provided.

    All cases .09; 12 month duration .11; state .41; field -.10.

    It appears there is no correlation in the field between the above-proposed association but a rather high, though not significant (at the .05 level), correlation at the state level where four of the six new employees were experienced. The other groupings had a higher proportion of non-experienced new staff members.

17. The more Extension experience the new employees have the higher they perceive their understanding of orientation-type training.

    All cases .31; 12 month duration .47; state .80; field .16.

    High correlations were obtained in this association in all cases, 12 month

duration and state groupings (significant to the .05 level). The field grouping having a high proportion of new employees with no Extension experience had a somewhat weaker correlation.

18. The more Extension experience the new employee has the higher will be his perceived productivity by the supervisor.

    All cases .00; 12 month duration -.54; state .62; field -.10.

    The state group came up with a high association though not significant at the .05 level. The other relationships did not materialize indicating perhaps experience is not necessarily a factor in the supervisor's perception of productivity in those groupings.

19. The supervisor perceives a higher degree of satisfaction in those employees with increasing amounts of Extension experience.

    All cases -.16; 12 month duration .40; state -.11; field .16.

    Correlations were found in the field and 12 month duration groupings though not significant to the .05 level. Associations were not found in the all cases or state groupings.

20. Supervisors perceive a higher degree of understanding in those new staff members with more Extension experience.

    All cases .33; 12 month duration .34; state .16; field .13.

    Relationships were found in all four groupings with significance at the .05 level in the all cases group.

21. New employees with a perception of receiving a desirable orientation also perceive they have a higher degree of understanding.

    All cases .53; 12 month duration .42; state .50; field .62.

    All cases and field groupings correlated above the .05 level of significance. The others had a high correlation.

22. New employees and supervisors have corresponding degrees of perception of the new employee's satisfaction with his orientation.

    All cases .32; 12 month duration -.15; state .20; field .32.

    Correlations were almost significant at the .05 level for the field group and significant for all cases. No relationship of perception was found in the 12 month duration group.

23. New employees' perception and their supervisors' perception of new employee understanding correspond.

    All cases .22; 12 month duration -.20; state .10; field .13.

    Associations were low in all groupings but the 12 month duration group where no correlation was found.

Other Indicators

If this were a study with highly controlled variables, it would be feasible to look only at the correlations in Chapter 2 that were significant at the .05 level. However, this evaluation was conducted under normal working discussions with variables uncontrolled and changeable. This makes it necessary to look at all positive correlations in the perspective that they could be indicators of possible significance once some of the other variables not measurable are brought into discussion.

1. Two new employees felt that their immediate supervisors should not be responsible for their orientation and marked their satisfaction of orientation ratings consistently low. One is in the state staff and 12 month duration groupings. His satisfaction markings tended to skew the distribution in that small a population.

2. Most supervisors gave their copies of the Guide to the new employees to read shortly after arrival. This was not a designed use for the Guide. One supervisor's representative comment was, "The materials in the Guide are good for the new worker to read so I gave it to him."

3. Most supervisors received the Guide without detailed explanation on how they were expected to use it. One supervisor said, "I read the Guide two or three times in preparation for the new employee but had not really gained the full intent until the interview" (by the project coordinator). Another supervisor received the Guide in the mail but did not use it since he didn't perceive himself as responsible for orienting the new employee in the case.

4. Only one supervisor used Phase 3 of the Guide (immediate responsibility assignments). Most felt this phase was a little too specific or task-oriented, but the one who used it felt it was one of the most useful phases.

5. Most supervisors felt Phase 6, Position and Job, and Phase 7, Duties and Roles were repetitious.

6. Phase 8, Program Development, went out of date FY 74 due to changes in CEMIS and program development emphasis.

7. Only one supervisor kept a complete orientation record initialed by both the new employee and the supervisor.

8. Table 6 shows 12 month duration grouping employees having less satisfaction with their orientation at the end of one year than the same (nine 12 month duration) new employees at 3-6 months.

	Satisfaction		Understanding	
	1 Yr.	3-6 Mos.	1 Yr.	3-6 Mos.
Personal Needs	8.9	9.1	-	-
Office Procedures	8.0	9.6	9.9	9.1
Immediate Responsibility	7.7	8.7	9.9	11.0
Meeting People	8.3	9.2	10.7	11.7
Organization	8.2	9.1	9.7	9.7
Position & Job	7.8	9.3	9.4	9.6
Duties & Roles	7.3	8.0	9.7	9.7
Program Development	7.9	9.5	9.4	6.6
Professional Improvement	7.2	7.3	9.9	-

Table 6 - Twelve-month duration, new employees' satisfaction and understanding at 3-6 months and one year. 12 point scale, 12 high.

9. Most supervisors' use of the Guide consisted of reading or scanning it, and using it as review. Some used it in counseling but few made any check marks in it beyond Phase 4 except for the one who kept a complete record of the whole orientation for one year. Two supervisors revealed they didn't mark in the Guide because they felt it was the only copy they would get. At least two supervisors said they didn't believe check marking and records were necessary, and others related being "too busy" to take time to keep records on orientation.

10. Supervisors varied in their opinions of the value of different sections. One supervisor said Phase 1, Personal Needs, was the most valuable in helping the new person get settled. Others felt they had no business poking into this area. Most used Phase 2, Office Procedures, heavily and felt it was most helpful (see Table 4). One supervisor said most orientation is done after two months, another said it would take two years to orient to the advance phases. In other words, differences in situations and people affected the supervisors' perceptions of the Guide's helpfulness, use, relevance and what he would have done anyway.

11. Comments made by new employees are perceived by the writer as not much different during the "Guide period" from those prior to the Guide. Since this seemed to be the case, Appendix A1 contains those comments of new workers prior to the Guide period only.

12. "Organizationally, who should get you started with the orientation procedure of your new employee and provide the direct support you need to do the job?" Twenty-two supervisors who were asked this question responded as follows:

> Program Leader 4; District Director 12; Assistant Director 3 (Department Heads response); Staff Training Coordinator 7; Specialists 1; other 5 (identified self).

These responses seem to indicate supervisors look to their immediate supervisors or Extension program directors for their help and support first, and the Staff Training Coordinator second. Notice 5 supervisors showed self-confidence in being able to do the job with little help or support.

13. Mager (1972) stresses that in setting goals some situation or performance needs to be in existence in order to be able to pattern the desired performances from the expected inputs. Until the one supervisor completed one year of orientation of the new employee there was no studied pattern for establishment of a goal of orientation in Extension. Table 7 is the case profile from the supervisor-new employee case that performed nearest to the designed intent of the Guide.

	Degree Guide Followed		Helpfulness		Would Have Done Anyway	Relevance	Perceived New Employee Satisfaction		Perceived New Employee Understanding		New Employee Understanding		New Employee Satisfaction	
Months Duration:	12	3-6	12	3-6	12	12	12	3-6	12	3-6	12	3-6	12	3-6
Personal Needs	10	8	10	10	6	7	10	10			9	10		
Office Proced.	10	11	12	11	6	9	11	8	10	9	10	11	10	10
Immed. Respon.	12	10	12	11	6	12	11	10	10	10	9	11	11	10
Mtg. People	8	9	9	10	4	10	9	9	DK*	9	11	10	10	11
Organization	11	11	10	10	4	12	9	9	10	9	10	10	10	9
Position & Job	10	4	10	6	4	10	9	9	DK*	9	11	10	10	11
Duties & Roles	10	6	11	6	4	11	10	9	11	8	9	10	10	10
Program Dev.	10	1	12	DK*	4	11	10	DK*	12	DK*	9	11	9	11
Prof. Improv.	10	1	10	DK*	10	10	9	DK*	1.	DK*	10	10	10	DK*

*DK - Don't know

Productivity 3-6 months (9)
12 months (11)

Acceptance of Responsibility 3-6 months (12)
12 months (11)

Table 7 - Case profile of the supervisor most nearly using the Guide as designed to be used.

Comparison of this supervisor's and new employee's response with the mean responses in Tables 4 and 5 reveal differences that may be considered important in singling out the performances of this supervisor and contributing factors that resulted in satisfactions, understandings and productivity of the new employee.

One major difference in performance by this supervisor from others was that a complete record of orientation was kept and initialed by supervisor and new employee.

Another major difference was that the supervisor had contributed to the development of the Guide, had studied it, and had participated in consultations relating to its content and use.

Table 8 provides data on three cases in which the supervisor used the Guide to a lower degree than the supervisor in Table 7. Combined use factors (Supervisor mean use and Project Coordinator perceived use) were Table 7 supervisor 9.2, Case 20, 5.2; Case 24, 5.2 and Case 15, 1.0 or no use. Notice differences in the satisfactions, understandings and in Case 24 productivity as perceived by the supervisor. This comparison seems to emphasize the importance of using the Guide as designed and as used by the supervisor in Table 7. New employees in Case 20 and 24 have resigned since the interview.

	Case Profile 20 Resigned								Case Profile 24 Resigned								Case Profile 15					
	Helpful	Degree Guide Followed	Covered Anyway	Relevance	Sup.	N.W.	Sup.	N.W.	Helpful	Degree Guide Followed	Covered Anyway	Relevance	Sup.	N.W.	Sup.	N.W.	Helpful	Degree Guide Followed	Sup.	N.W.	Sup.	N.W.
Personal Needs	9	4	7	10	7	11			9	8	9	8	5	10			Did Not Use	1	9	4		
Office Proced.	9	4	7	10	8	8	7	10	8	9	9	8	6	6	8	6		1	7	8	2	10
Immed. Respon.	5	4	7	11	5	6	5	9	10	8	8	7	6	NA	8	6		1	9	6	7	9
Mtg. People	4	3	9	10	7	6	4	11	7	7	9	7	6	6	7	6		1	9	7	5	9
Organization	3	3	8	10	3	7	3	10	8	6	6	9	6	6	7	6		1	DK*	5	3	10
Position & Job	6	5	10	10	7	7	5	10	11	7	5	9	9	3	10	6		1	9	8	10	9
Duties & Roles	5	5	10	11	8	5	7	10	NA	7	6	9	9	6	9	6		1	8	6	9	8
Program Dev.	7	5	8	11	5	8	5	7	8	7	5	9	9	6	10	6		1	10	8	10	9
Prof. Improv.	3	3	6	10	4	10	3	11	9	8	6	10	10	6	10	6		1	DK*	5	DK*	

*DK - Don't Know

Productivity	4	9	9
Acceptance of responsibility	9	10	10-12

Table 8 - Three case profiles showing low degree of Guide use. Case 20 and 24, new employees, have since resigned. Case 15 supervisor did not use the Guide at all. 4-6 months duration.

CHAPTER III

CONCLUSIONS AND REVISIONS

Evaluation of processes and activities suggested in the "Supervisors Guide for the Orientation of New Extension Employees" was the prime objective of this project. Because of the different ways the Guide was delivered to supervisors and because of a total lack of uniformity in how the Guide was used, it was decided that the evaluation should cover the total orientation procedure. Findings and indicators have been presented in Chapter II. This chapter deals with changes in the Guide and orientation procedures as a result of the findings and indicators reported in Chapter II.

Revision of the "Supervisors Guide for the Orientation of Extension Employees"

Major revisions in the Guide were: title; Phases 3, 6, 7 and 8; and, removal of the study questions in the appendix. (See Appendix C for the revised Guide.)

The title word "New" was removed and wording changed in the Guide content to strengthen the feeling that use of the Guide is not necessarily limited to employees who are new to the organization. It may be used as an aid with any employee new to a situation, position or location.

Phase 3, Immediate Responsibilities, was transferred to the Introduction. The idea wasn't dropped since the one supervisor who used this phase had many praises for it. This supervisor presented specific tasks relating to other phases of the Guide in assignment form to the new employee which they in turn discussed at several later dates.

Phases 6 and 7 were combined in the revised Guide. Supervisors had difficulty differentiating between the two, and new employees had difficulty discussing the two phases separately. Both groups felt that Duties and Roles was a continuation of Position and Job. The information included in both original phases was evaluated as relevant to orientation.

Phase 8 was not revised as a result of the evaluation, but because of organizational emphasis and direction related to program development.

The study questions at the end of the Guide were deleted. They were not used by any supervisor or new employee during the period covered by this study.

"The Guide to Success in Extension for New Colorado Extension Employees"

The "Guide to Success in Extension for New Colorado Extension Employees" found in Appendix D was prepared as companion document to be used with "The Supervisor's Guide for the Orientation of New Extension Employees". This Guide is designed to be presented to the new employee by his immediate supervisor as the new employee's own copy. The Guide is not designed to provide answers, but to aid the new employee in his quest for answers.

This Guide was developed because:

1. Most supervisors provided their new employee with their own copy of the Supervisor's Guide. This use was not intended for this Guide in the original design, but did point out a possible need for providing the new employee with a personal document.

2. Supervisors in general seemed to accept the responsibility for orienting new people. However, some supervisors wanted people to take the initiative to ask questions and assume some of the responsibility for their own orientation. The Guide to Success was designed to provide aids to help the new employee in his search for needed information.

3. Most supervisors used the checklists in Phase I, Personal Needs, and II, Office Procedures, of the Supervisor's Guide and indicated they had referred to the Supervisor's Guide for the checklists in those phases, but less in others. The Guide to Success is designed to spark the new employee who is "eager to know" into keeping orientation going in the remaining phases and perhaps bring the supervisor back to his own Guide. It is hoped that this procedure will prevent the supervisor from passing his responsibility for orientation off by giving away his own Guide.

4. Two-way communication is the key to orientation. The new worker has to communicate his needs to the supervisor or other staff before these people can respond. If new workers don't recognize their needs, they have difficulty communicating. The Guide to Success may help this two-way communication.

5. There are two phases of the Supervisor's Guide that haven't received wide acceptance by those using the Guide. Phase III, Immediate Responsibilities, is felt to be too elementary to stand by itself as a phase. This idea is written up in the Introduction of the Guide to Success. Phase VII, Duites & Roles, has been looked on as somewhat redundant of Phase VI, Job & Position. Therefore, these two phases are combined in the Guide to Success. The new direction taken in CEMIS and the outlines to be provided for the 1973-74 Plan of Work prompted the use of a new outline of program development prepared by Charles Nelson[1] in the Guide to Success. This explanation is shorter and more organizationally compatible.

1. Charles Nelson is currently a District Extension Director in Colorado.

CHAPTER IV

RECOMMENDATIONS AND SUMMARY

Orientation Procedure Recommendations

Evaluation of the Guide's effectiveness was made more difficult as a result of the relatively low degree of use. Yet, on the whole, employees' perception of the orientation received, their understandings and productivity seemed to be affected by supervisors who more nearly used the Guide as was intended.

Low degree of Guide use appeared to be affected by the following factors:

1. Those supervisors more readily accepting the orientation responsibility used the Guide more.

2. Many supervisors did not seem to have a clear understanding of how they were expected to use the Guide.

3. Though it is strongly suggested in the Guide and in the Extension Handbook that records of orientation be kept, only one supervisor out of 32 cases kept any record of the orientation process.

Based on the above three factors and findings reported in Chapter II, it would appear that the organization is not committed to the use of the Guide. It appears that supervisors do a relatively good job of providing for orientation in the first phases in the hierarchy of needs, but are less complete in providing for orientation relating to the "what is expected of us," part of orientation. The areas of understanding and knowledge about the organization, position, job, duties, roles, program development, and professional improvement relate to the entire spectrum of needs and principles of supervision as identified by Van Dersal (Chapter I) and are the essence of becoming a professional in Extension. It appeared that the new employee

received some attention for approximately the first two months and less attention from then on. This might be analogized as "giving them the load," or "sink or swim," a philosophy discouraged in the Guide and evaluated by Van Dersal as undesirable. Many supervisors related the "sink or swim" philosophy as the way they began, which may give a clue as to why committment to the Guide process is not firm. It would appear that if this orientation process, or any orientation process, is to be sustained, administrative procedures would need to be initiated and maintained.

The following four recommendations are included for administrative consideration.

1. If Van Dersal is correct and the policy on staff training and development is valid (discussed in Chapter I), then the supervisor is responsible for the orientation of new employees. The supervisor's supervisor would be responsible for making certain the supervisor of the new employee had the tools for orientation (Guides) and the understanding of how to proceed. A preorientation counseling session concerning content and use of the Guide appears desirable between the supervisor presenting the Guide and the supervisor responsible for the orientation. This would mean that middle administrators would need to become proficient with the Guide and the process before counseling supervisors in their orientation role of being responsible for orientation training of their subordinates. The process would be: middle administrators present Guides and counsel supervisors; supervisors present Guide to Success to new subordinate and counsel for one year, using Guides as aids.

2. New employees need to know the organization is making an effort to provide them an orientation. Records of orientation are a method of insuring that orientation has occurred and has been recognized as such by the new employee. Page 20 of the Guide suggests a procedure

for keeping records. However, if this method is too cumbersome, a single sheet listing the phases of the Guide could be required and signed or initialed by the new employee and his supervisor and submitted at the end of one year with the letter recommending removal from probation. This form could be made a part of the Guide to Success which is placed in the new employee's possession in the first days. An example of this kind of record may be found in the front of the Guide to Success in Appendix D.

3. As time passes changes will occur that will necessitate updating the Guide. These changes must be made as they occur to keep the Guide relevant.

4. Individuals transferred to new positions, though not new to Extension, need orientation when they assume new responsibilities. The Guides, though possibly not used as formerly, can be a help in this situation. It is recommended that this use be strongly considered. The responses from the one transfer studied in this project were not much different from the other new employees.

Summary

Orientation training as presented in this study is the process of training for new employees that provides them with the understanding of what is expected of them. The orientation process identified the immediate supervisor as the person responsible for providing orientation. The process provides for orientation to the new location, position, situation, organization, people and job.

The evaluation of the process indicated that the Guide and resulting process were usable and helpful with some changes and additions; one of which is the Guide to Success for new employees. The study also showed a low degree of Guide use, apparently a result of a lack of understanding about expected Guide use and supervisors not fully accepting their responsibility for orientation.

BIBLIOGRAPHY

1. Ammend, E. H., "Supervision: Motivating Not Controlling", Journal of Cooperative Extension, 1970, 8 (4), 17-24.

2. Copeland, H. & Hill, M. L., Guidelines for Induction Training, Federal Extension Service, USDA, ER & T, 1963.

3. Eckard, M. L., Getting Acquainted. A Guide for Extension Workers, Fort Collins, Colorado State University Extension Service, 1965.

4. ECOP Subcommittee on Staff Training and Development, National Policy Statement on Staff Training and Development, Extension Service, USDA, 1968.

5. Kelsey, L. D. and Hearne, C. C. Cooperative Extension Work, Ithaca, Comstock Publishing Associates, 1963.

6. Mager, Goal Analysis, Palo Alto, California, Fearon Publishers, 1972.

7. Maslow, A. H., Motivation and Personality, New York, Harper and Row, 1970.

8. National Task Force on Cooperative Extension Service Training, Induction Training for County Extension Agents, Topeka, H. M. Ives & Sons, 1960.

9. Sanders, H. C., Instruction in the Cooperative Extension Service, Baton Rouge, Louisiana State University & Agricultural & Mechanical College, 1972.

10. Sanders, H. C., The Cooperative Extension Service, Englewood Cliffs, Prentice-Hall, 1966.

11. Seigel, S., NonParametric Statistics for the Behavioral Sciences, New York, McGraw-Hill, 1956.

12. USDA-NASULGC Joint Study Committee on Cooperative Extension, A People and a Spirit, Fort Collins, Colorado State University, 1968.

13. USDA Office of Personnel, Guides for Supervisors, Washington, D.C., Government Printing Office, 1963.

14. VanDersal, W. R., The Successful Supervisor in Government & Business, New York, Harper and Row, 1968.

APPENDIX A1

Opinionnaire Study Before Initiation of Supervisor-Guided Process.

New Employee Responses
6-18 months on the job.

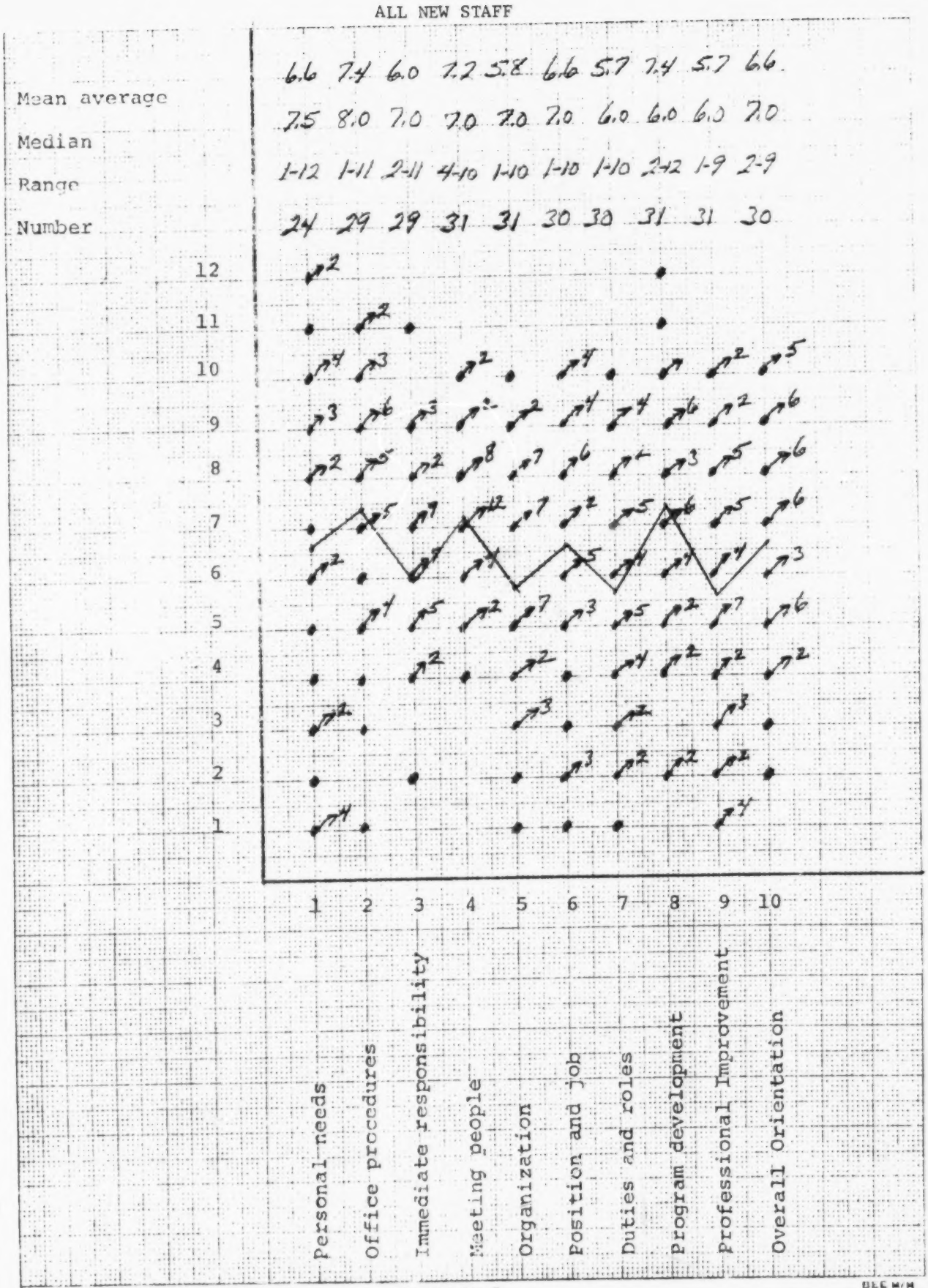

ALL NEW STAFF
Mean average
Median
Range
Number
6.6 7.4 6.0 7.2 5.8 6.6 5.7 7.4 5.7 6.6
7.5 8.0 7.0 7.0 7.0 7.0 6.0 6.0 6.0 7.0
1-12 1-11 2-11 4-10 1-10 1-10 1-10 2-12 1-9 2-9
24 29 29 31 31 30 30 31 31 30
12
11
10
9
8
7
6
5
4
3
2
1
1 2 3 4 5 6 7 8 9 10
Personal needs
Office procedures
Immediate responsibility
Meeting people
Organization
Position and job
Duties and roles
Program development
Professional Improvement
Overall Orientation

FIGURE 1

FIELD STAFF

	Personal needs	Office procedures	Immediate responsibility	Meeting people	Organization	Position and job	Duties and roles	Program development	Professional Improvement	Overall Orientation
Mean average	7.8	8.0	6.7	7.6	5.8	6.4	5.9	7.1	5.7	7.1
Median	7.5	9.0	7.0	7.0	6.0	6.5	6.0	8.0	6.0	8.0
Range	1-12	3-11	2-11	4-10	1-10	1-10	1-10	4-10	1-10	3-9
Number	16	18	19	20	20	19	19	20	20	19

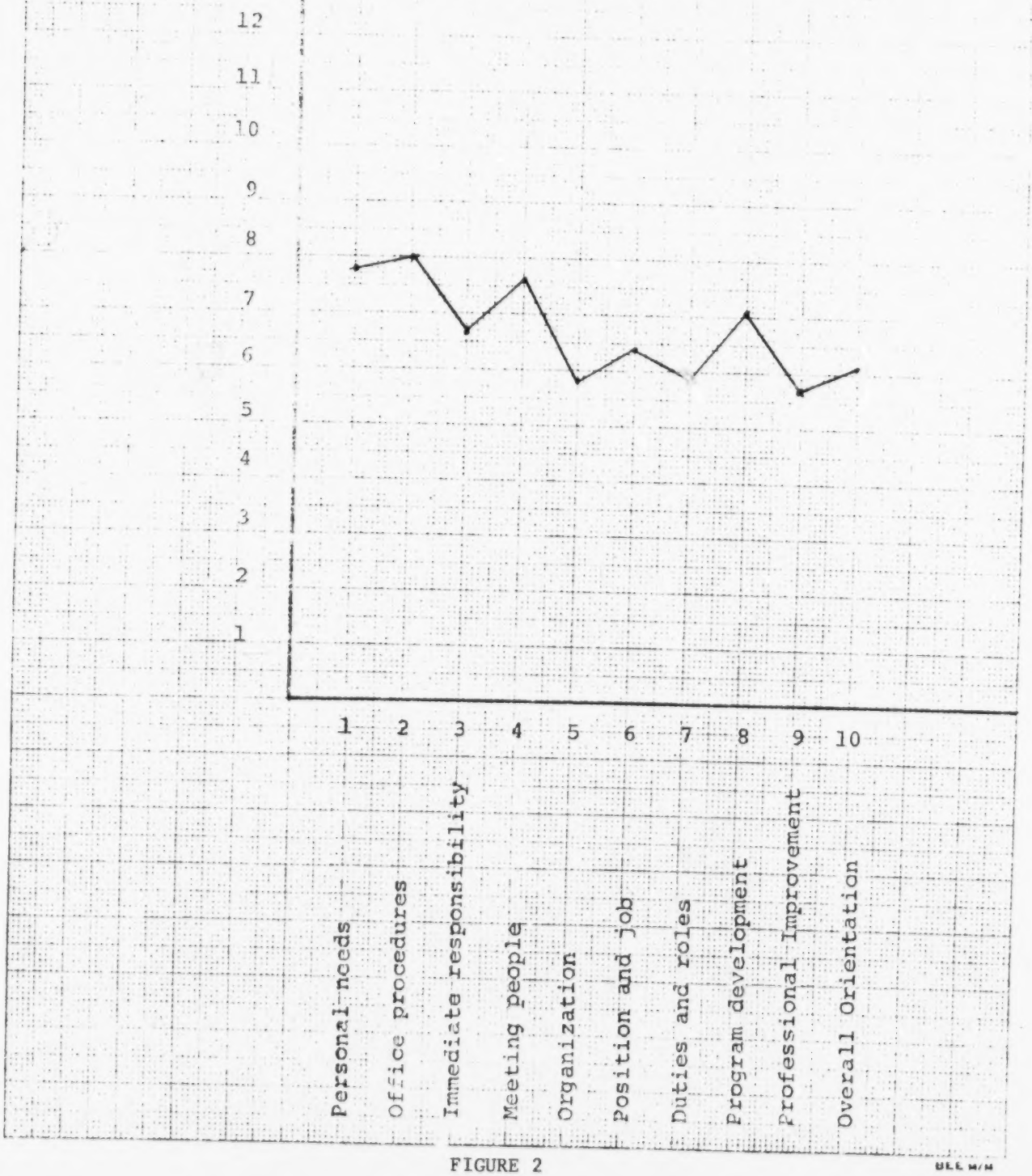


FIGURE 2

CAMPUS STAFF

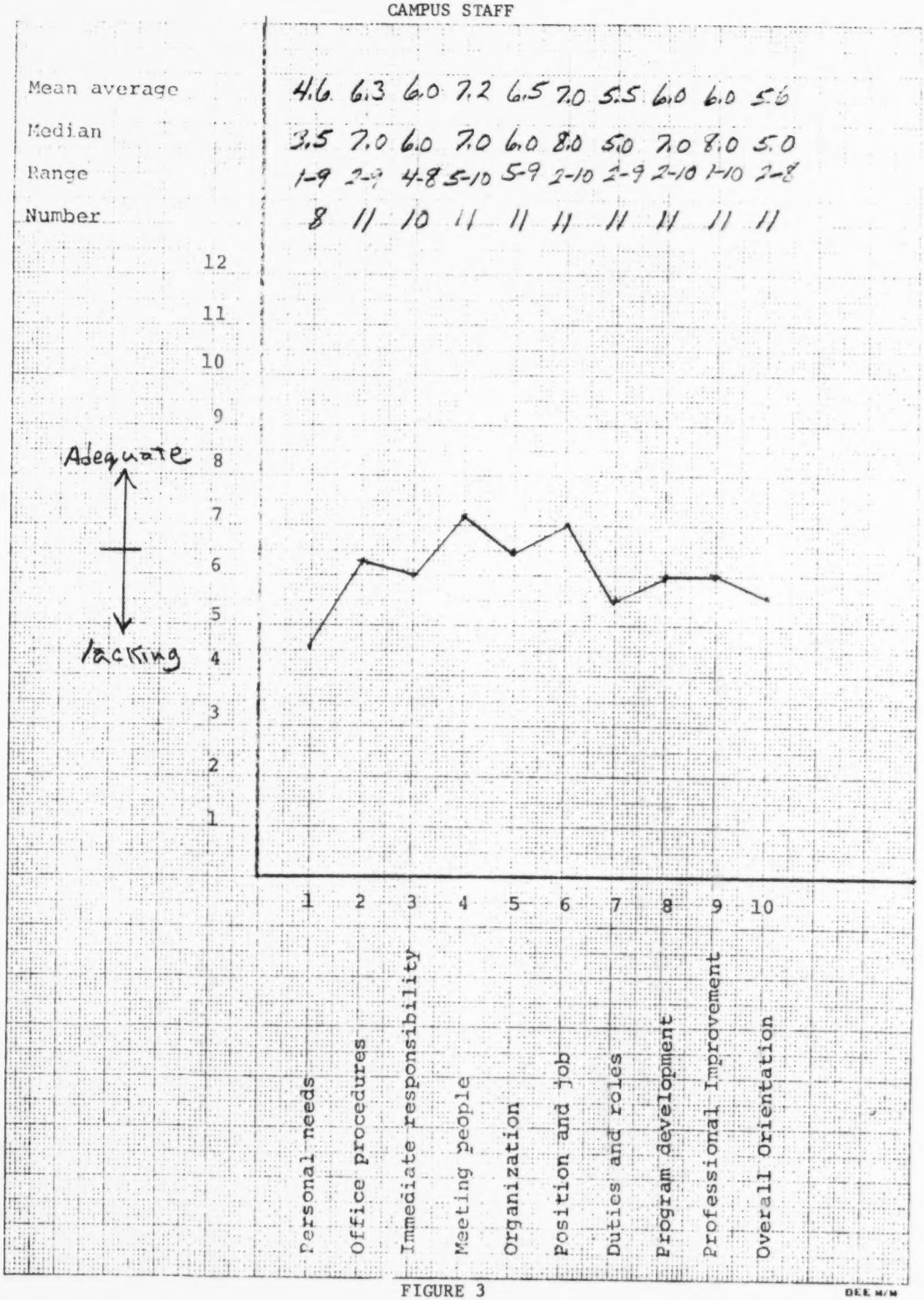


FIGURE 3

EXPERIENCED BUT NEW TO COLORADO

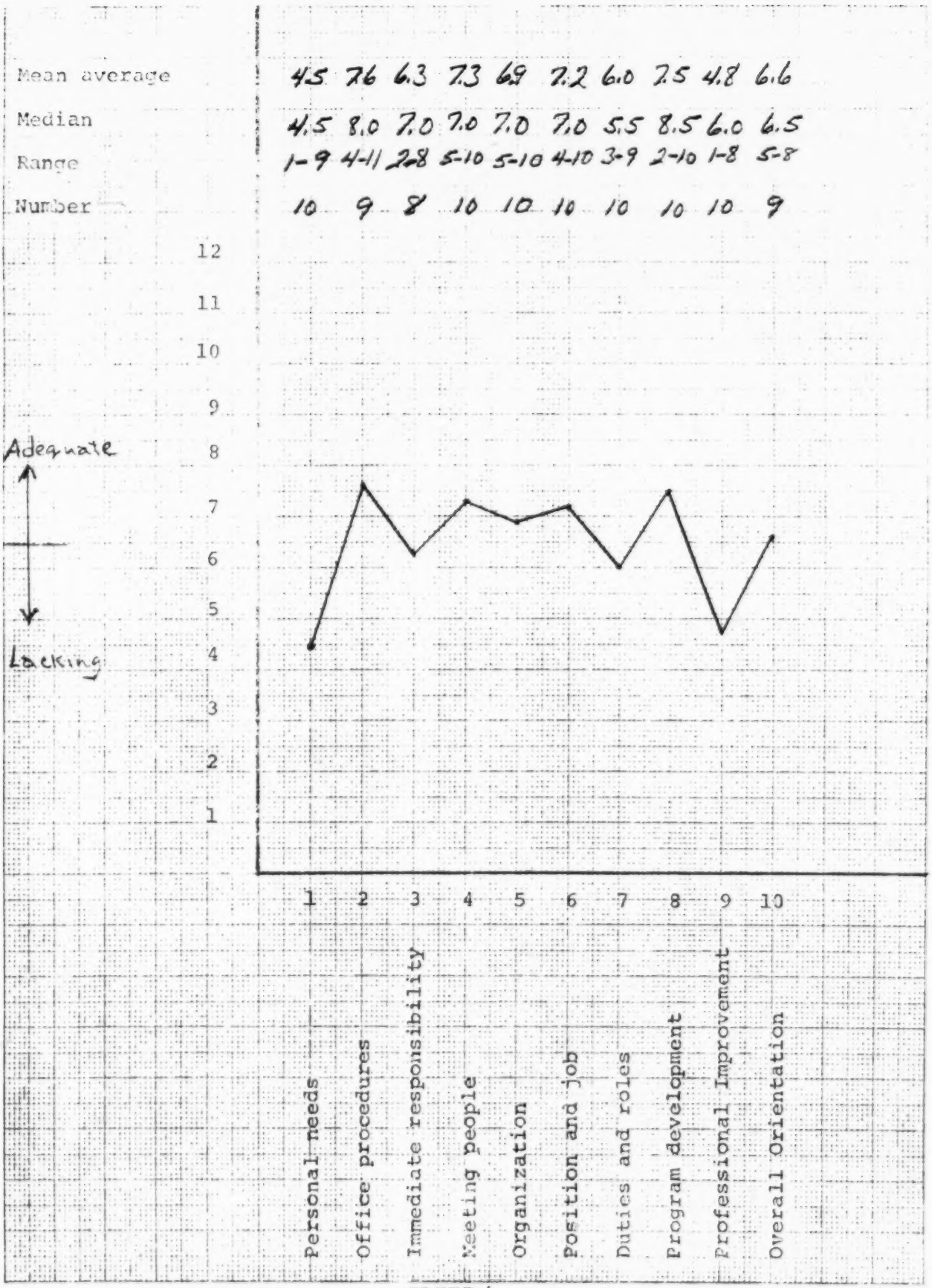


FIGURE 4

HAD SUMMER TRAINEE EXPERIENCE BEFORE PERMANENT HIRING

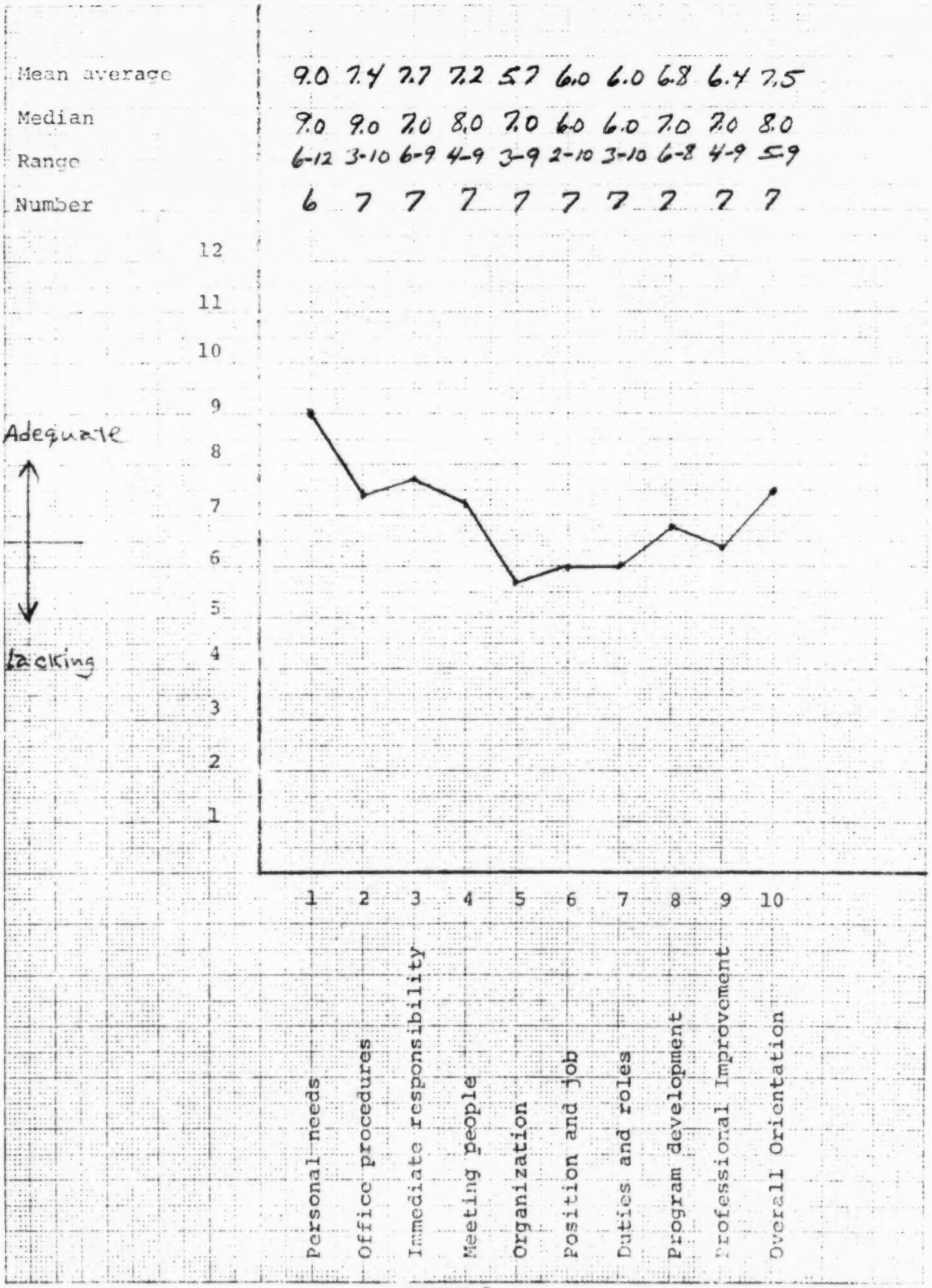


FIGURE 5

NO PREVIOUS EXTENSION EXPERIENCE

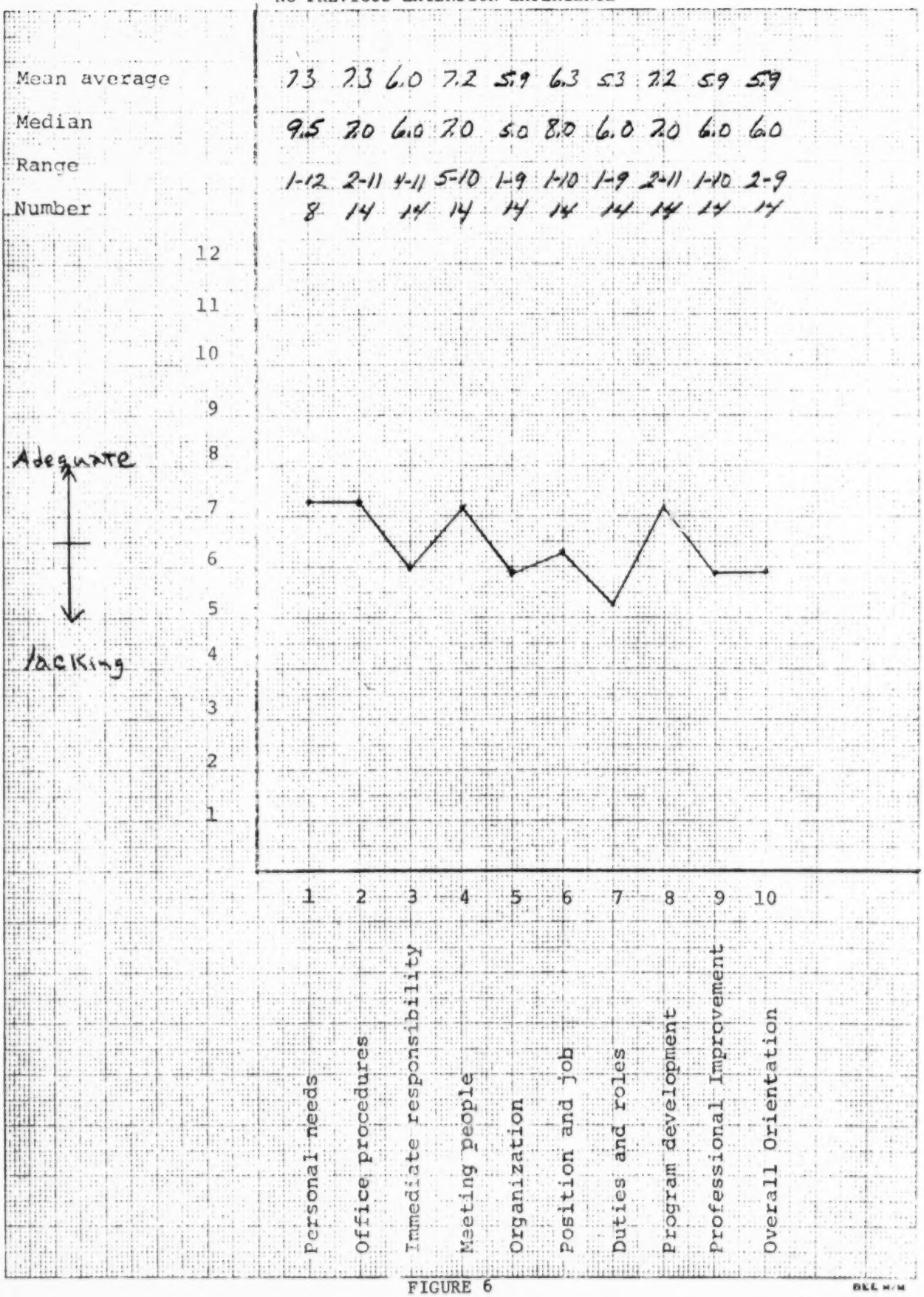


FIGURE 6

WOMEN

Mean	6.5	7.5	6.9	7.0	6.5	6.3	5.1	7.6	6.3	7.0
Median	6.5	8.0	7.0	7.0	7.0	6.0	5.0	7.0	6.0	7.0
Range	1-12	3-10	4-9	4-9	3-10	4-10	1-10	2-12	1-10	4-9
Number	16	16	16	18	18	17	17	18	18	17

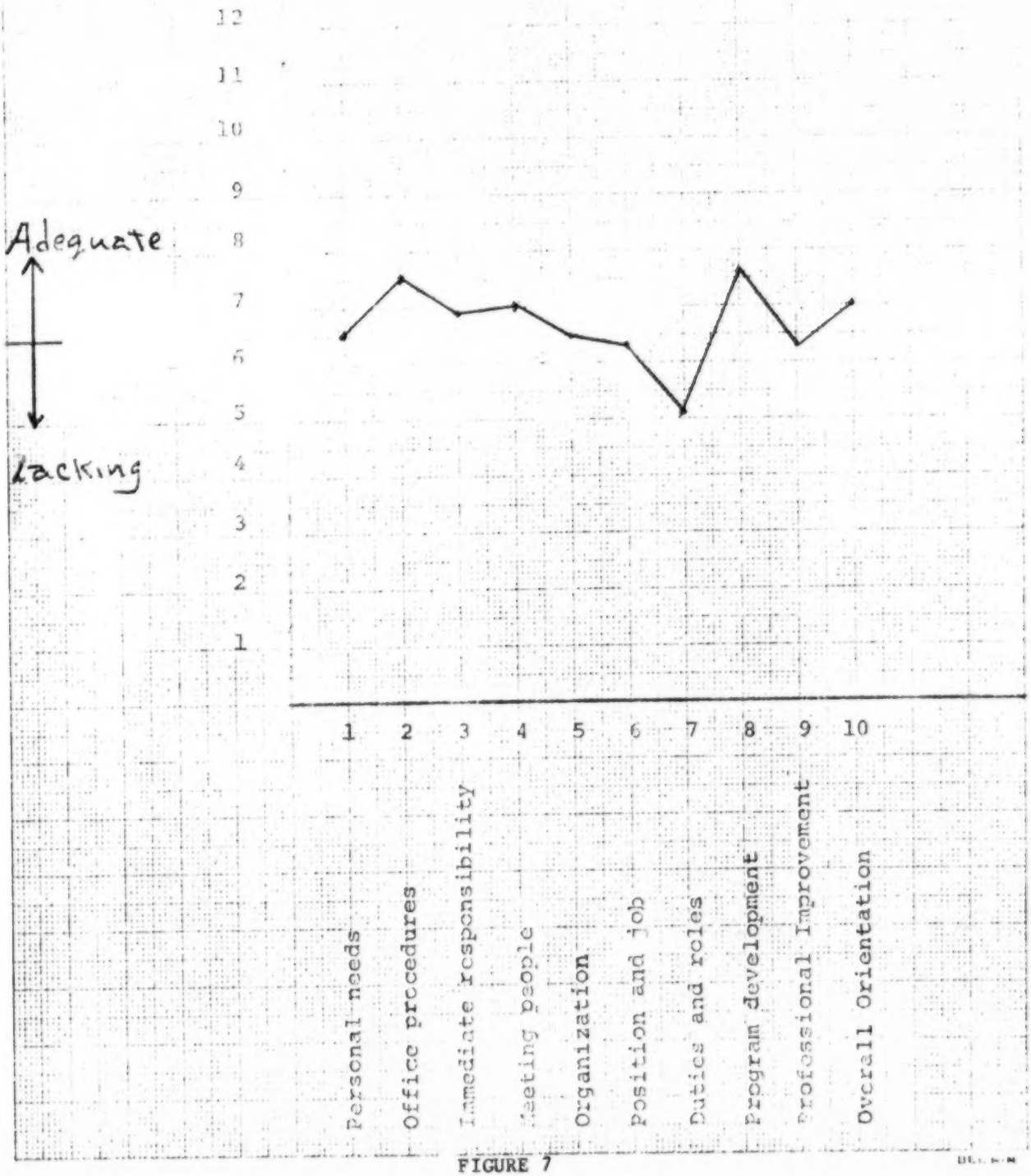


FIGURE 7

MEN

	1	2	3	4	5	6	7	8	9	10
Mean average	6.8	7.3	6.0	7.5	5.5	6.8	5.7	6.4	5.0	6.0
Median	9.0	7.0	6.0	7.0	5.0	8.0	6.0	7.0	6.0	6.0
Range	1-10	1-11	2-11	5-10	1-8	2-10	2-9	2-10	1-10	2-9
Number	8	13	13	13	13	13	13	13	13	13

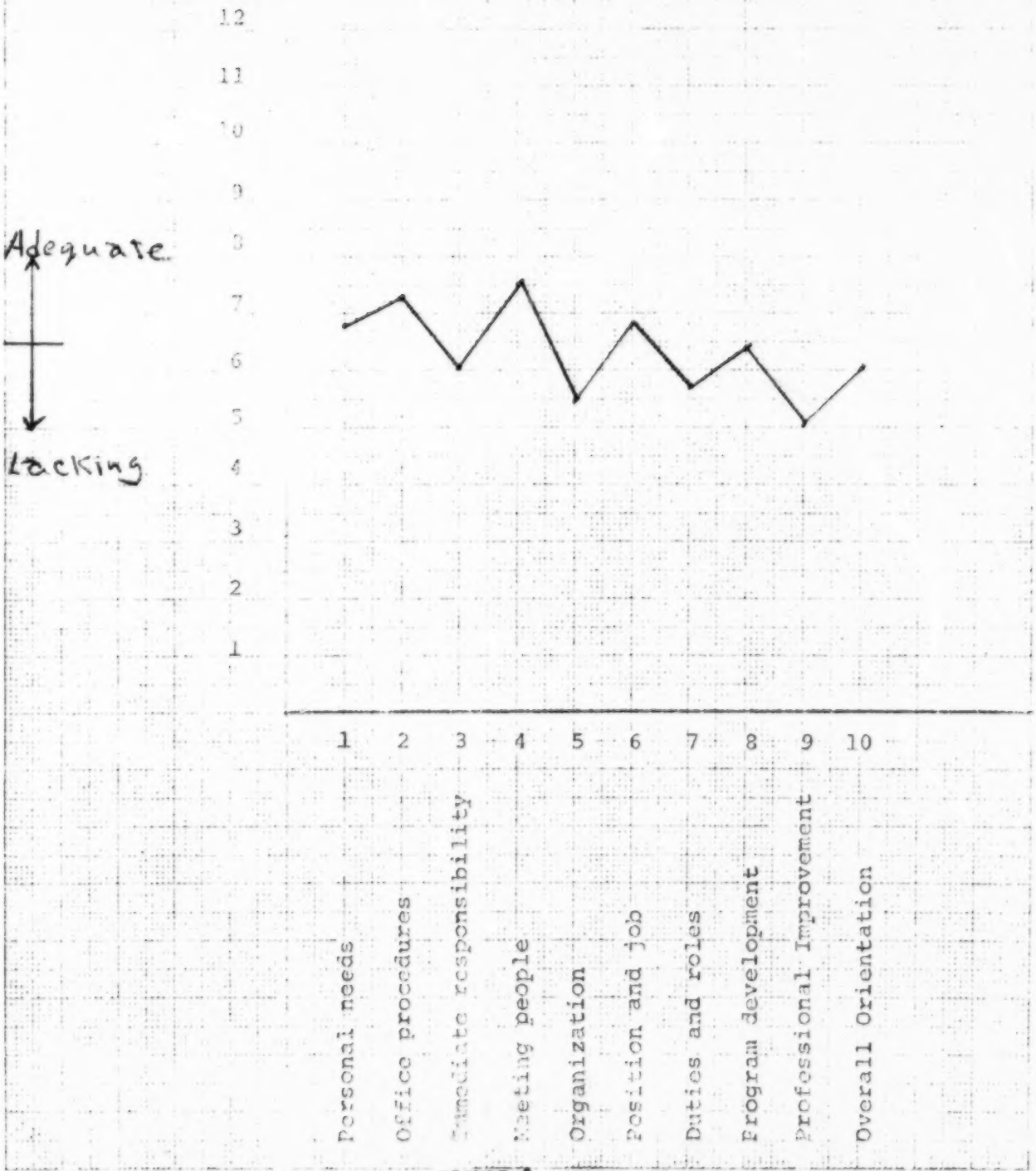


FIGURE 8

RESIGNED - LESS THAN 18 MONTHS TENURE

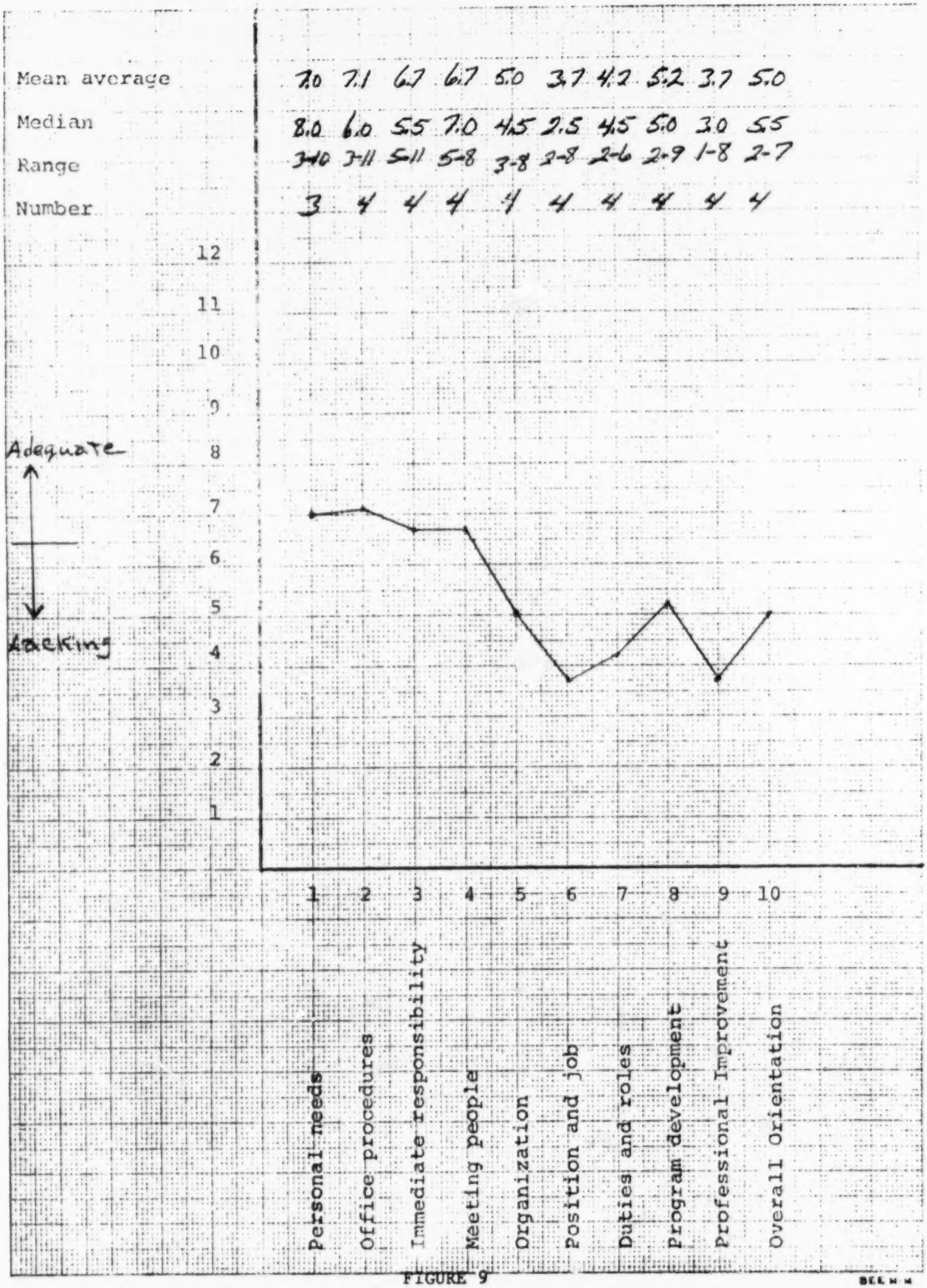


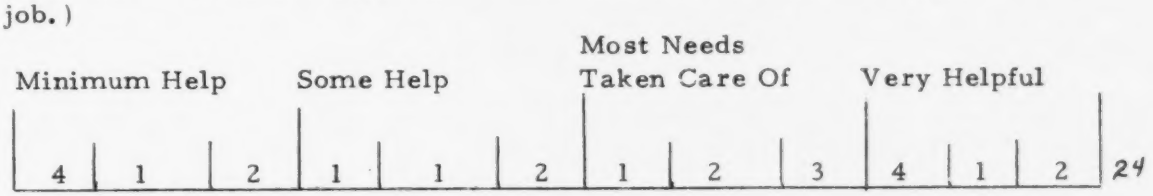
FIGURE 9

HOW WOULD YOU RATE YOUR ORIENTATION?

This rating opinionnaire is an effort to establish some benchmarks for comparison between relatively new extension employees who have been through or partially through an orientation period without influence of a guided orientation process as related to those who will have their orientation influenced by a supervisor guided process. This opinionnaire is part of the "Supervisor's Guide for the Orientation of New Extension Employees" and is not connected with any Master's or Ph.D. studies.

Would you please take a few minutes to rate your orientation and return the questionnaire to me. Base your ratings on the assitance you received in each of the question areas. (Mark an X in the appropriate space.) Please add comments to support your ratings.

1. Personal needs - How would you rate the assistance you received the first few days on the job related to getting settled, i.e. - housing, utilities, schools, etc.? (These are personal needs that are not directly a part of the job.)



Comments:

- Perhaps because I arrived during Thanksgiving holidays there was no assistance. But that was a low blow and an unhospitable welcome either by my Extension co-workers or the Department staff. (Department staff didn't know I was here for several weeks.)

- Only assistance from department secretary.

- Help through department, none from Extension.

- No real problems, some information before I arrived would have helped - City maps, books, etc.

- Not applicable as I was a ___ county resident prior to employment with CES.

- Prior to moving to ___ I was not aware of the housing situation in the area. For future employees, regardless of location of position, I feel this type of information would be very helpful.

- Already living in _____, thus needed no help in these areas.

- One staff member was very helpful.

- Our situation was different in that we were living in (another town) and I was commuting.

- I was already located and didn't need assistance.

- Because of being in the same area before job, there were no needs.

- I was already established in the community.

- Had it not been for the agent in charge of this office, I probably would have been living in a motel for several months.

- I didn't require or desire help.

- I was already settled before employment. Not having any "needs", I received no assistance. Should I have needed help, however, I'm sure I would have gotten it.

- One County boss took me to meet commissioners, business people with whom I was to associate. Other boss did not.

- What I wasn't told I asked about.

- Living in (another town) made it more difficult for the agent to be of help to me. Also he was at annual conference.

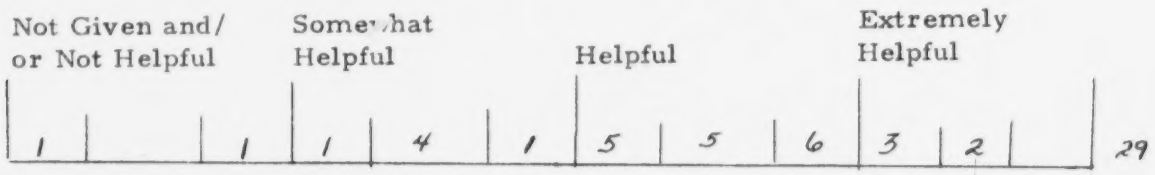
- Agent in charge sent one section of ad from local paper.

- Housing is a real problem here and the staff spent much time trying to help me. My other needs were few since I have moved much and so have plenty of practice.

- The County Agent helped me a great deal getting settled, i.e. - hooking up utilities, phone, P.O. Box, etc.

- No help received.

2. Office Procedures - Would you say the help you expected in understanding office procedures and surroundings your first few weeks was:



Comments:

- _____ spent much time and energy helping orient me to the expected procedures.

- Outline of office procedures inadequate.

- Good enough.

- The previous employee of the position was gone so office procedures came from previous knowledge and somewhat limited information I could obtain from co-workers.

- Not helpful until office moved next door to (another specialist) where I found _____, the secretary, extremely helpful in every way.

- Good - no problems.

- Having been in Extension before, I knew something of what was expected, however, each office does operate somewhat differently.

- I would usually ask a question then it would be explained.

- I received some help from the main 4-H and Ag agent but not really very much from my agent in charge.

- It would be great if someone would take time to go through files and shelves with a new agent and help figure out what's in the office but . . . no time.

- _____ was very helpful in showing me office procedures and references.

- By office procedures - do you mean filling out necessary forms - CEMIS, leave, expense accounts or lunch hours, phone calls, where to find paper clips, etc., or explanation of how an office functions? When I needed something, I asked and was told.

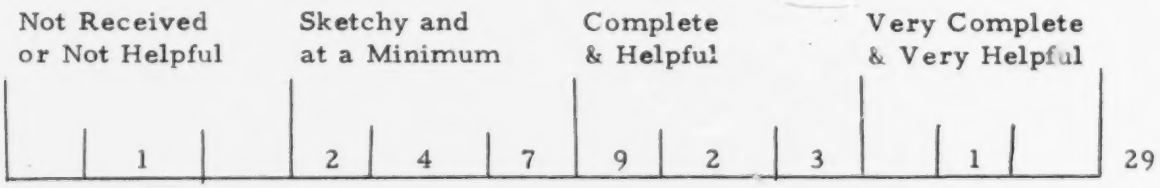
- Once again one boss did much the other did nothing.

- Would liked to have had a more concrete information from local personnel in office.

- Very helpful as far as immediate offices. Still not extremely familiar with entire Courthouse.

- N/A, I was expected to set up my own office - order furniture, equipment and hire a secretary. I was informed of this before taking the job. However, no one thought to tell me what my budget was, Civil Service procedure for hiring a secretary, and so on. So these simple tools turned out to be time-consuming and confusing at best. AIC was not informed of what the procedures should be either. It seems that most of the vital information is stored somewhere among the red tape at Fort Collins. However, things have improved since the nutrition program has a program leader.

3. We have all had events that came up on us before we had time to be settled like fair, camp, workshops, would you say your preparation for these was:



Comments:

- Not applicable.

- _____ and other Extension _____ personnel were very helpful.

- Annual conference came on my first day (no one could help this).

- Partly caused by half-time status I was employed.

- I had to hire secretaries and laboratory technicians the first few days I was here. The assistance given by the department was necessary.

- However, was not too involved in these first months or so.

- I think you need to know to a degree what to expect but I also think you need to "go through" some of these things the first time to really be prepared.

-I had very little experience with this due to fact that I started in January.

-I found it hard to find someone to sit down and explain them to me. Much help is needed here.

- Too difficult to prepare for. Best to learn from experience.

- Help given was very good but being unfamiliar with Extension and 4-H I found that most correspondence from Fort Collins just assumed that everyone knows all about the National Awards Program, judging, etc. Nowhere is a decent explanation given of these things.

- Annual conference - one week after starting. Preparations were made for me and expectations were explained.

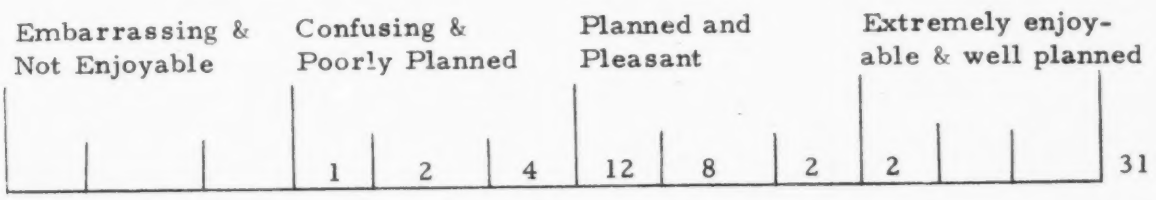
- I had an advantage of having the former home agent close at hand to ask questions of and give guidance, otherwise I would have been completely frustrated.

- First ones need observation is necessary. More organized process would help in getting supplies ready and to location.

- On this point, I don't know what I would have done if I hadn't had a 4-H background plus a fairly good understanding of Extension work before I joined.

- The first Civil Service hiring of new aides was a nightmare. No one in this area had been through the procedure before. Information from Fort Collins was sketchy, of course, we know now that Colorado Civil Service does its best to wreck the best laid plans.

4. Meeting people, clientele, co-workers, influentials and supporters is an important part of orientation. Would you say your experience and understandings in these initial meetings was:



Comments:

- Actually, nothing planned ever happened to me in this area.

- Be a big help to have a list of names, positions before meeting the staff, introduction at Staff Meeting not enough, too large of a group.

- First major meeting was Extension Conference in Glenwood.

- This was exceptionally good for CSU, the department and Extension. However, because of limited travel, meeting with the area people and their clientele has only been slowly obtained.

- Apart from meeting Director Watts and (program leader) other contacts were made on my own.

- I have been disappointed in this aspect. This has been sort of a hit and miss process. I mostly just met people as they came to the office. I still have not met the County Commissioners and even though the idea has been mentioned several times it has not been done. Somehow it seems there should be a procedure for meeting influential people, etc. Possibly a special get-acquainted meeting.

- Most of this was on my own.

- It would be great to meet agents in other surrounding counties before even accepting the position.

- _____ advised me who to meet for my interest and I made arrangements.

- None local except County Commissions (marked 7 - planned & pleasant).

- (town) and ___ county are growing so fast that I'm not sure if anyone is really familiar with the members of the "Power Structure". What we have here is multiple "Power Structures" and the importance of each varies from situation to situation.

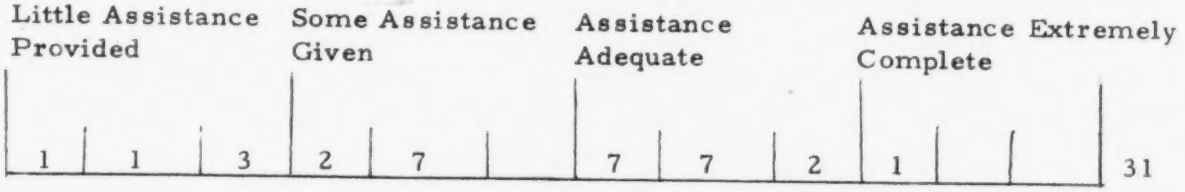
- The meeting of people was not too rushed so I met a few people at the right times and have enjoyed meeting people on my own.

- Two individual meeting acquaintances were planned in one. Office open houses planned but not enough time at that type of affair to become acquainted.

- This is a "toughy"! I've enjoyed meeting the people I met. However, at first I met people mostly by happenstance and too many at one time. Thus, I couldn't remeber (and still can't) everyone I've met. There are still some people I should meet and others I need to know better.

- OK. I've met the locals and staff. However, there is not much that can be done when a whole new position is just beginning. There was no established clientele.

5. Part of orientation is of course learning about the organization we are now a part of. These things are found in textbooks about Extension, handbooks, faculty manuals, files and through discussion with other Extension personnel. How would you rate assistance to you in becoming familiar with the organization?



Comments:

- Books were on my desk when I arrived to help orient me.

- This area needs improving.

- The information obtained about CSU and the department was very adequate. However, information on the position of Extension roles was quite limited. However, I had five years service in Extension in another state which may account for limited orientation in this area.

- A little weak.

- There are so many new things to learn. Here again, I feel you need to experience some of them before they make a real impact. One of the big problems is taking time to really read through many of these books and manuals. I always think "Illl put this at the side and read them later." Then really never getting back to them. I did not fill out any of the parts of the handbook but I do see where they could be of value - if you just had to set down and study the handbooks.

- Simply - even though it was in books, there was not time to read about it.

- I was a little familiar with this as I was a summer agent.

- This may have been because I had worked two summers as a summer agent (marked little assistance provided.

- The best thing is to read but is necessary to know where to start. Perhaps some type of reading list would be helpful.

- Just right, couldn't absorb more any faster.

- It took some initiative on my part to find out. My visit to Fort Collins left me as unfamiliar as I was before. Most people labored over Home Ec. v. Livestock when the real point to the whole thing is PEOPLE and EDUCATION.

- We didn't have a new worker's guide. I learned of the Extension Handbook four months after I was on the job.

- I know the information is available and on file but I have not been given any guidelines as to what is important to know or encouraged to look into it. But then I haven't taken the initiative or interest to find out on my own.

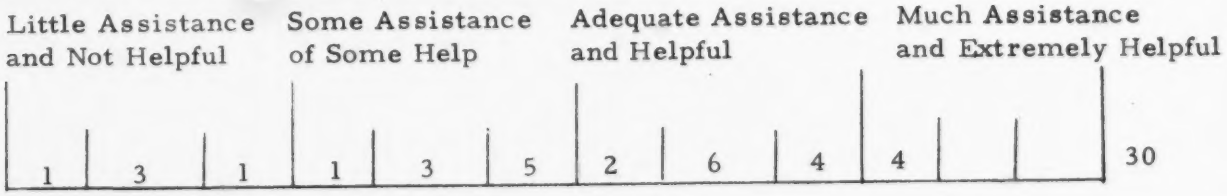
- If I had not been an Extension worker before, I would have been lost, but with background perhaps personnel did not feel it was necessary.

- I felt fairly familiar with the organization from previous experiences and contacts, therefore, we did not dwell too much on this area. Although I did try to read as many handbooks as possible.

- The District Agent helped a great deal here in answering questions and giving information. Otherwise, I was just told to "read the manuals". At that point they really didn't mean much. I found it better to understand when I had an experience or need to use the manuals.

- Since I had been in Extension in another state - really no help was needed. The AIC went over the philosophy of Extension in this state and that was fine.

6. Your position description explains the specific purposes and responsibilities for your being employed. Your job description outlines specific tasks you intend to accomplish. Rate the assistance given you in becoming familiar with your job and position.



Comments:

- Since this was a new position, I was given loose rein as far as developing my own tasks, then they were approved or placed in priority.

- Most of the help in this came from (ass't 4-H leader) at my request.

- ____ department personnel and _____ extension staff very helpful.

- Suppose I asked for a lot and therefore received a lot.

- I have never had an exact job description (in detail that is).

- Job description was primarily written by me.

- Previous experience in my work area would indicate only limited assistance was needed to obtain a knowledge of the role of the split appointment in each area.

- Was never shown a job description.

- The job description to me was a relatively meaningless document. But that's okay. If it was more specific it would no doubt become unrelated to actual practice.

- I did not have a specific job description (my co-worker and I outlined our responsibilities after I had been on the job 10 months).

- I was never shown a copy of either - we were going ____ so this probably affected the situation.

- I expected more assistance in this area. I expected this type info from new workers' conference, however, I did not find it there.

- I never did see a job description of my position but wish I had or still could. Haven't been able to find out where or if there is one.

- I was left on my own to seek specific tasks.

- The position description is super vague and I've written my own job description. In a multi-agent county - who does what often depends on who can do what better. Responsibilities have been shifted - I'm not doing the same things my predecessor was.

- There was no job description when I came and three sources (D. A. and bosses) all had differing opinions as to my job description.

- The assistance was adequate but often I had to ask about duties my job covered. If I had not been familiar with the 4-H program I would have been lost.

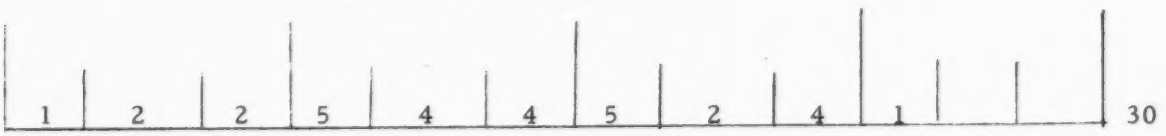
- Position description was given attention but nothing has been done toward job description.

- Don't know how to answer this. AIC and I discussed my responsibilities so that I clearly understand. However, no job description from previous agents can be found. With help from DA and AIC I wrote one.

- District Agent was helpful here. However, basically I understood this before I joined E.S. After I was in, my questions were of "how far do my responsibilities go" nature.

7. Duties are thos specific chores that you inherit with the job such as field staff attending 4-H Council meetings or state staff reporting program emphasis at state staff meetings. Roles are the part we play in each different teaching situation such as: giving advice, listening, counseling, questioning, etc. How ouwl you rate your assistance to this portion of learning to be an Extension "Educator"?

Little Assistance mostly learned on my own by trial & error	Some Assistance but still had to identify my own duties & roles or ask many questions	Assistance to duties & roles was guided & I had very few problems	Assistance very complete in this area & I had no problems



Comments:

- Sorry Clyde, but I'm not sure what you want on this (called for clarification and response).

- This may be a reflection of my previous Extension education and experience.

- Education in extension is far different than the classroom variety. I feel that if a person has the ability to relate to people and knows his subject matter, he has 90% of the battle won. In this context it is most difficult to orient someone. In my view, some of those who are most consciously trying to "educate" are the least effective.

- In my experience it seems as though my first year was nothing but a year of mechanics - setting up events, etc., etc. Anybody can do these things. I feel I needed assistance in seeing beyond the operational points. You obtain very little satisfaction doing menial tasks. Since this fall, I feel I am getting down to the real meaning of working in Extension programs.

(cont.)

The clientele need to be involved in their program's mechanics - it makes them feel more purposeful.

- Besides knowing dates, times and places for such duties, there is not much assistance that can be given.

- Excellent assistance with "duties" although final decision was always left to me. A "role" cannot be dictated - it wasn't and I would have resented it if someone had tried. Advice has always been available when asked for. A person who has never had any experience in the firle of community education (e.g. - a recent college grad would need more assistance than I got but then they probably would have gotten it.

- Evaluation of this specifically due to lack of help with EFNEP program. I made many mistakes before learning roles.

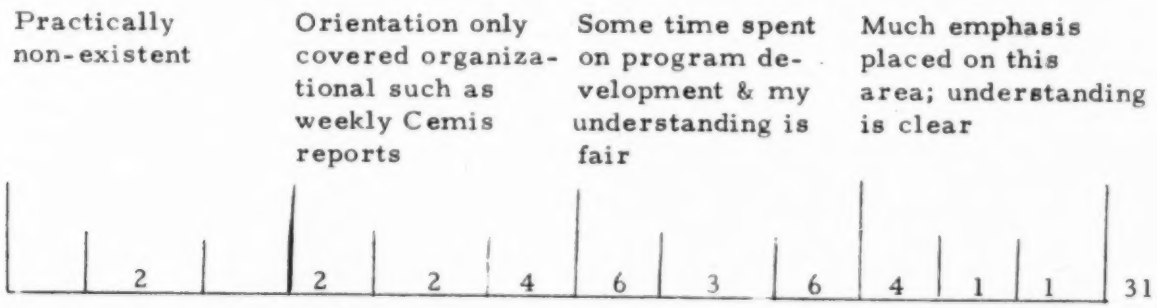
- I don't feel that this question is fair, as the amount of assistance needed depends upon the individual. I was given some assistance but had very few problems. To me a person can have a lot of advice given on how to be an "Extension Educator" but each person handles people differently and if a person is told to try some techniques this limits his thinking and scope. We are given four years of theory in the classroom, and until you are in the situation you don't really learn. For me, the trial and error method is best and if I were in the situation where my agent in charge was beside me every step of the way, I wouldn't be happy. I feel that someone should be around to discuss problems when needed but if the problem is suggested, it presents a psychological barrier upon doing a job without preconceptions. This is where a new worker has an advantage because he has no mental blocks as to what will and won't work in a community.

- I appreciated having what had been done in the past but this does not mean change cannot occur.

- But I did not receive this assistance through E. S.

- I believe I was hired because of prior experience. I was expected to get this program going primarily on my own. I knew that was the way it would be when I accepted the position and that was what I wanted.

8. Program development pulls it all together into a meaningful process. The involvement of people, the educational methods needed, the job duties and roles you must perform within the developed program, long-range planning, annual planning, Cemis, problem solving and identification, working as a team. How would you rate your orientation in this most important part of extension work?



Comments:

- Feel again that this was because I had a new subject area that the people supposedly trying to orient me to were not familiar with.

- Little assistance was given as far as program planning. With the help of (ass't 4-H leader), I am able to plan my program to reach my own goals.

- But how do you specifically train someone in this?

- Still feel a need for interdisciplinary planning, evaluation, etc.

- Many of these reports, etc., I could have used much more help. Many of these I learned the hard way.

- Again, this may be reflected by my previous Extension education and experience.

- Little opportunity to develop own program existing ones seemed completely controlled by CCA (Colorado Cattlemen's Association).

- Program development in my opinion is extremely overworked. In effect it is a method of justifying money, manpower and time, not something to increase over-all effectiveness in most cases. If it were we would approach it from a totally different aspect.

- Given somewhat as time went along, as a situation arose and if I asked, good assistance usually given.

- My own understanding of this phase is very clear.

- _____ helped me here considerably.

- Mechanics were discussed well, however, long range goals, identifying problems and methods to solve them using advisory committees, etc., not discussed.

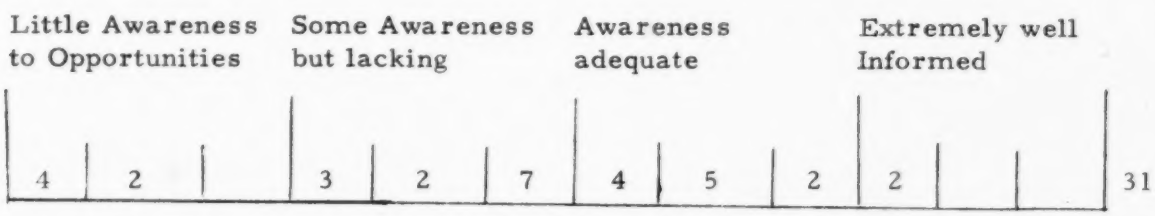
- I can't rate this fairly here. I learned to work CEMIS as a summer agent and remember most of the procedure. I declined the help offered because it was easier for me to understand by merely reading and recalling memory.

- I have been concerned more with maintaining existing programs and taking care of immediate concerns of clientele so have spent little time on long range planning. Extension Agent has scheduled time this week to help me with planning.

- (In interview) I am a systematic person. DA has discussed this area with me and it has been helpful.

- The District meetings have dealt with the topic. Had much previous.

9. There are many professional improvement opportunities in Extension: bookstore privileges, new worker scholarships, summer school faculty study privileges, etc. How would you rate your awareness to these opportunities?



Comments:

- Awareness was not because of planned orientation, but rather due to incidental talks with other Extension personnel.

- My knowledge of this is only through mailings from State Office. I still have little knowledge of what I am eligible for.

- Perhaps some of these were sent to me by mail, I received so much information it was impossible to study all of it.

- The only information received on this is the privilege faculty has in taking class work.

- I found the office of _____ and others in Extension administration quite helpful in these areas.

- First time I ever heard about bookstore privileges or new worker scholarships.

- This was and seems to be pretty "hit and miss" too.

- I found out about these on my own.

- Awareness came from summer work only.

- I have an idea (vague) of what agents are going to but wouldn't begin to know how to apply or even if I'm eligible.

- These privileges should have been spelled out better.

- D.A. often told of scholarship opportunities, etc.

- Very little mention of the above- most information has come by chance because I ask questions.

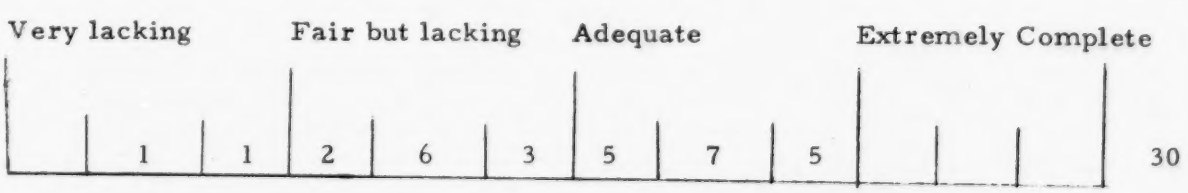
- What is bookstore privilege - how do you identify - no help when inquiring about taking courses yourself when field staff for credit.

- Truthfully, I am not terribly anxious to undertake more graduate work for a while. I am more interested in in-service workshops in areas in which I have little backgound.

- This is something I'd like more information on.

- Very poor, I didn't know about the discount at the bookstore until this December when some estimates were made on new reference books and was asked if that included the discount. I said "what discount?".

10. Now think back through the last nine questions and try to come up with an overall rating on your overall orientation to this point.



Comments:

- Maybe my timing in coming to Colorado was off.

- Adequate, not too organized perhaps.

- I feel that a training checklist would be a great help so that the new person could check off items and would know what to expect.

- The assistance obtained in faculty orientation and department orientation was good but had I not had previous program building training, CEMIS reporting, program building and various other Extension orientation, I would be quite limited in knowledge of duties in the Colorado Extension Service.

- "X" doesn't mean much.

- For me it was adequate, since I have been in Extension before, but for a new worker to have to come to the same situation, it would have been very lacking.

- Not really very good.

- Orientation is still happening for me - has improved extremely in recent months.

- It's about as fair as this type of training can be. It would save weeks of time to be able to train with an agent already in a similar position.

- Excellent in some areas - totally lacking in others - partly due to fact I wasn't aware of an area of need so I didn't ask about it.

- Mechanics explained well, but as a staff we never discussed goals, objectives and needs. Trial and error method and that's bad.

- I feel that the method used by my agent in charge was extremely good for me. He goes on a method of work for a while and ask questions as you go along. It is easier to remember that way.

- Gradually, much information given to me earlier is fitting into place. I do feel too much information given at one time can be overwhelming.

- Possibly because I am a transfer employee and have been with Extension _____ years in another state. (Marked "adequate".)

- Orientation through staff discussion rather than individual work entirely, I feel is very helpful. We do, however, find it difficult to get together much to go through the guidebook as much as necessary.

- It has taken a lot of searching on my own but I feel comfortable in my position.

- On many things I really just did not need the kind of orientation that a person without previous extension experience would, as I said previously, I was hired because of previous background and training. The below listed items have been problems - although many have been worked out - it sure could have been better.

Where, how much procedures

a. Set up office and hire secretary
   - no budget set aside for office equipment
   - no procedure for hiring a secretary
b. Colorado State Civil Service has been a mess for all of us working with EFNEP
c. The EFNEP is new and was not well coordinated - ___ has helped here.

AIC has been very helpful - however, he has been no better informed than myself regarding some of these concerns.

11. Now to aid us in areas you may feel deficient, please place a check beside those categories you feel you would like more help or training in.

9	Organizational Philosophy
	Program Area Philosophy
7	4-H
7	Human Development (except 4-H)
2	Agriculture
8	Community Development
19	Program Development
12	Roles and duties of Extension professionals
9	Position and job responsibilities
2	Office procedures
12	Organizational procedures
9	Subject matter
13	Communications
10	Human behavior
7	Adult teaching and learning

Comments:

- These are all important but I've found that philosophy and actuality are not always the same thing. I would like to honestly know where CSU Extension is directed. Feel we need training in trying to get everyone

working for the same purposes. Perhaps that means more help in all these areas you've listed under #11.

- (beside organizational procedures and office procedures) "I'm always in trouble!"

- (Added category) Most effective means of working with county staff.

- Not applicable because of duties.

- (beside Roles and duties of Extension Professional) added - of Colorado

- (Human development, philosophy, except 4-H) I'd still like to know what that means - really 'sounds good'."

- It never hurts to review some of these philocophies. I feel I really need some help on program development (over all).

- subject matter - there's always need to keep up on subject matter.

- (beside 'subject matter") 4-H events such as fair, decision making, conference, et cetera.

- (beside "subject matter") Community development, home, ec., small business.

- (beside agriculture philosophy). How can you tell the difference between a male and a female chick? -(beside Community Development) Always can use help here. -(beside subject matter) Home Ec. stuff.

- (beside Human development philosophy) EFNEP supervising (beside subject matter) as needed - all areas.

- (beside human behavior) counseling

- (beside subject matter) new trends, all changes and new procedures.

- keeping up to date constantly, need more from specialists oftener than once every two months (subject matter area).

- can always use more help in immediate position areas.

- I would like to keep updated in these areas (4-H and human development philosophies).

- As it relates to the objectives of EFNEP (Program Development).

- Keep us up to date on EFNEP and Civil Service requirements.

- Especially low income (human behavior and adult teaching and learning.

12. Who do you believe should be directly responsible for orientation training (more than one if you like)?

Field	State	
9	1	District Agent
3		Director
10	5	Staff Training Officer
19	1	Agent in Charge
	7	Department Head
9	1	Other Staff Members
2	1	Members from Other Staffs
3	1	Specialists
2	5	Assistant Director of a Specific Program Area
9	6	Program Leader

Comments:

- (beside dept. head) Maybe if he had to train, he would become more aware of Extension too.

- (beside staff training officer, dept head and program leader) All should be involved due to fact each department's work is different.

- (beside agent in charge) For field agents, assistance from DA and staff training officer.
(beside department head) for specialists with more direct assistance from Assistant Director.

- (beside Department Head and other staff members) Only to extent of departmental functions as it affects the Extension role of the individual.

- Of course, the Agent in Charge should have a part, but for me there were two orientations, one in the county and one at the state - get them together, the philosophy was radically different in many instances.

- (Director) At least visit with him briefly - so you feel that you know him.

- (beside other staff members) They can be helpful with personal needs, housing, churches, utilities.

- (beside "other staff members") As assistants only.

- (beside "other staff members") "Ideal orientation". New agent should receive orientation from staff member in a county much similar to the county new agent will be entering. Possibly two weeks to a month training with experienced agent would be advisable. I was with a group who wrote a recommendation for new worker orientation at annual conference. The report should be at CSU somewhere.

- (marked staff training officer) All others should help in orientation training.

- (beside staff training officer) or someone in Fort Collins who would be responsible for aiding new employees. - (beside agent in charge) for localized information only. - (beside program leader) If the new worker is assigned to a specific program area.

- (beside members from other staffs) Especially in first month - those in comparable positions.

- (beside agent in charge) Knows particular situation and people. (beside members from other staffs) Seasoned agents.

- AIC should not have subject matter duties.

- Perhaps previous experience is reason that orientation on <u>this</u> job was not stressed.

- Although the above ratings may be discouraging, they should not reflect totally on the Extension Service. The program leader in ___ is difficult to communicate with and part of the lack of training could be due to my lack of seeking his help.

I feel a lack of training in setting up training sessions, and program planning. I feel I am being quite productive, but a little more training would have really helped.

The assumption is probably made that specialists are experienced enough that they do not need much training. I do not feel this assumption would be wise because (1) It may not be true; (2) A well-organized training program would help improve the image of Extension; and (3) a short intensive training program would give the specialist the feeling he is working for a top-notch organization. (A feeling I did not acquire for some time!)

- Note! I am only 1/2 Extension so my answers may not reflect Extension entirely.

- I do not mean to be so critical of the system. I was in charge of training programs for an industry company and I have strong feelings on this subject. Feel free to contact me in regard to any of my comments.

- I enjoyed working with the ___ County Staff and met some fine people in the Colorado Extension Service. AIC was an excellent supervisor and I believe that I accomplished what was asked of me while in the County.

The Colorado Extension Service hired me with the impression that when (another agent) rejoined the staff that there would be other opportunities within the Extension Service. I also realize that the Extension Budget was limited, but this factor should have been considered before I was hired and made a move of 325 miles.

As it turned out, when (another agent) returned, I was routinely laid off and left seeking new employment. For these reasons I did not answer your first opinionnaire, and wish not to cooperate on your second request.

- I think there should be a new agent's workshop on:
  - 4-H and Organization
  - How to develop leaders and youth
  - Job techniques and management
  - Responsibilities

- (DA) did all he could under the circumstances. I had experience and looked at the opinionnaire and felt it didn't apply. (AIC) at neighboring county helped tremendously. (in phone conversation)

- Fair opinionnaire - keep up the good work. Say hi to ___ and ___ for me. Presently working on a ranch until right international opportunity comes up.

- Lost in the mail.

- This doesn't really apply as I was in Extension from 1956-59. My training in this office was pretty informal, which was fine as I knew enough to ask questions and AIC always helped when I asked. For new agents an in-depth program should be set up - especially for those who have never been in 4-H.

- All things considered, I feel that the DA provided me with a very good orientation - never a question went unanswered, no matter how inane.

- When I first jointed Extension, I remember noticing that the entire organization seemed very "in-bred". People had grown up with 4-H and "county agents" and then joined the organization themselves.

Conversations and correspondence contained so much "in" terminology that was as clear as much to me, the outsider. Yet the speakers and writers went on as if everyone knew all about their topic. If I couldn't understand it there might be the possibility that some potential clientele missed the point also. The worst part is that I don't think they even realize that over the years a specialized vocabulary has developed.

Example - "The project is the core of 4-H club work." Just try and tell that to a potential leader who never was in 4-H and it will be meaningless. "So what do you mean by project?" Then you give them the booklets and talk about fair exhibits, demonstrations, judging, decision making, and top it off with National Report Forms and "Zappo!" One potential leader lost to the program.

One other "in-bred" aspect (and perhaps more serious) is a lack of questioning of goals, philosophies and methods. Not wishing to be labled a complete heretic. I've learned the rationalizations for all the programs, but I must admit I'm not fully convinced. Ex: I'm well aware of the "whys" of judging exhibits and giving ribbons, but is it the only way to accomplish our goals - Is there a better way? Do the advantages REALLY outweight the disadvantages? Does the average agent even recognize that there are disadvantages? Etc., etc., Are these questions being asked? If so-where? If not - why not?

Thank you for listening.

- I'd like to see new agents have a tour of CSU campus - particularly through their relative departments. Agents benefit by being in a county and working for a week with an agent that is in the same type position as he or she will be in. I particularly enjoyed the time spent with the specialists when I was trained in 1952.

- Above evaluation relates to my first assignment.

- Staff in Fort Collins very kind and considerate of "my screw-ups" during my initial months on the job.

APPENDIX A2

Opinionnaire Study After Initiation of Supervisor-Guided Process.

New Employee Responses
3-12 months on the job.

ALL STAFF - GUIDE

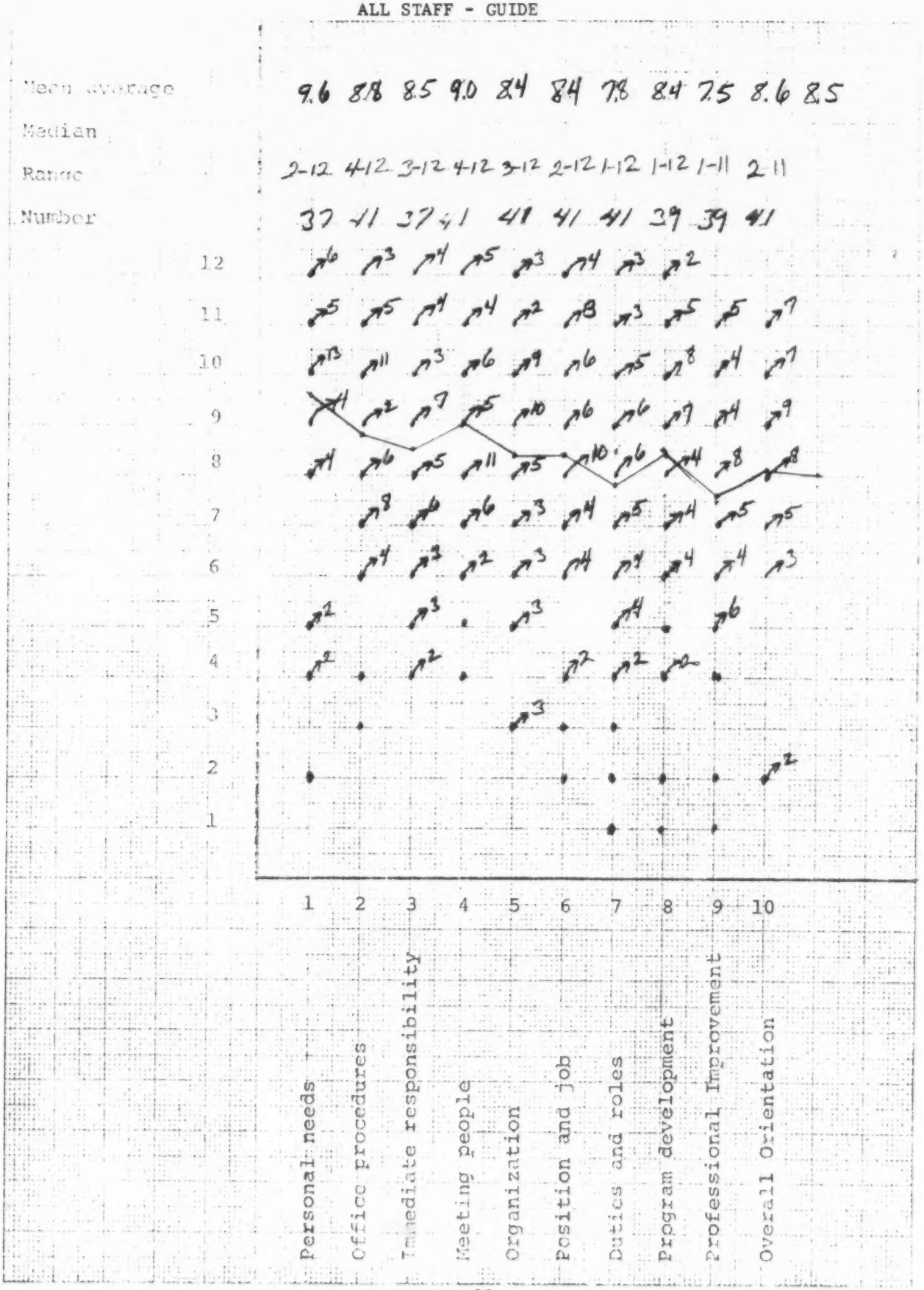


FIGURE 10

FIELD STAFF - GUIDE

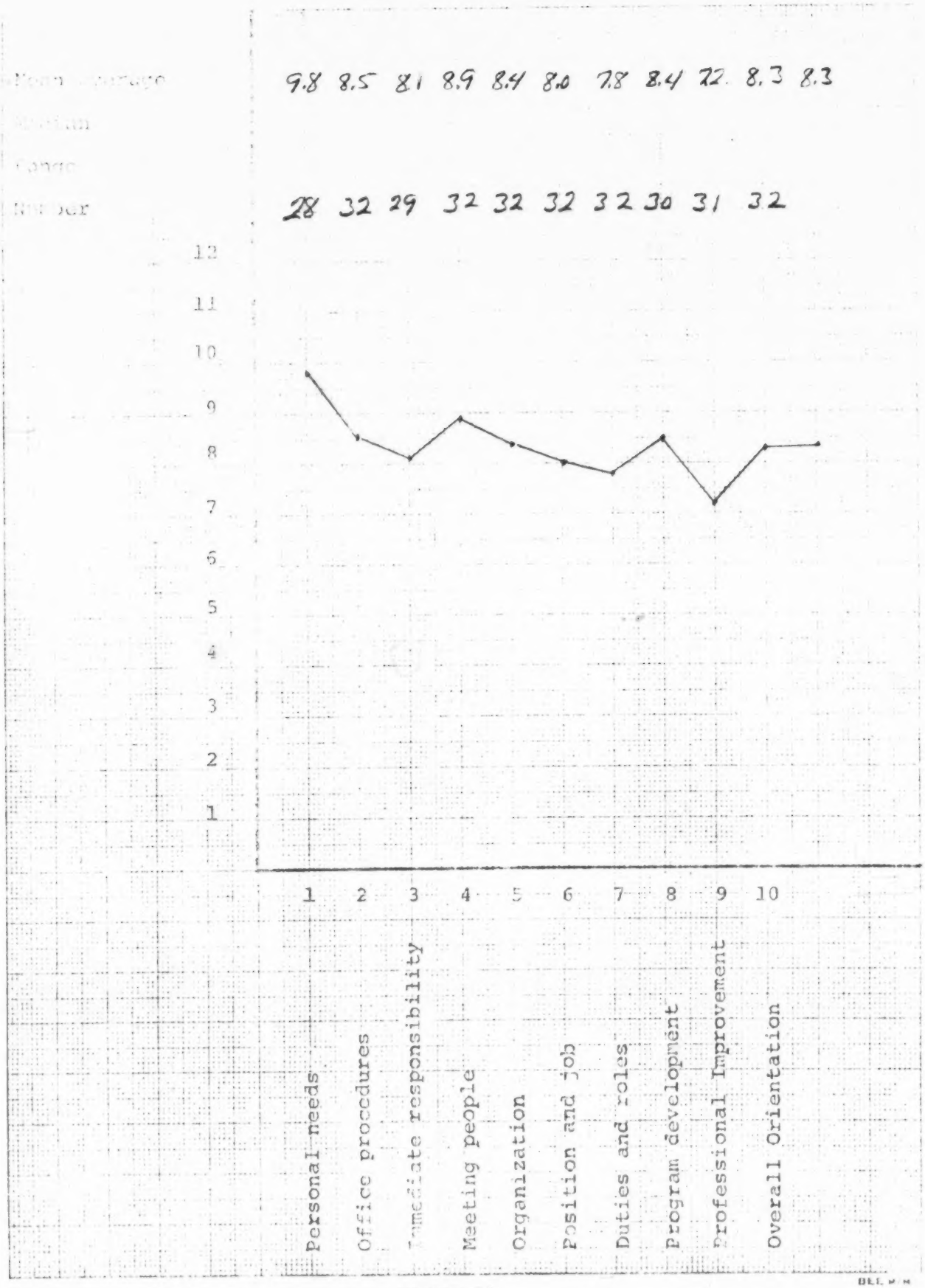


FIGURE 11

STATE STAFF - GUIDE

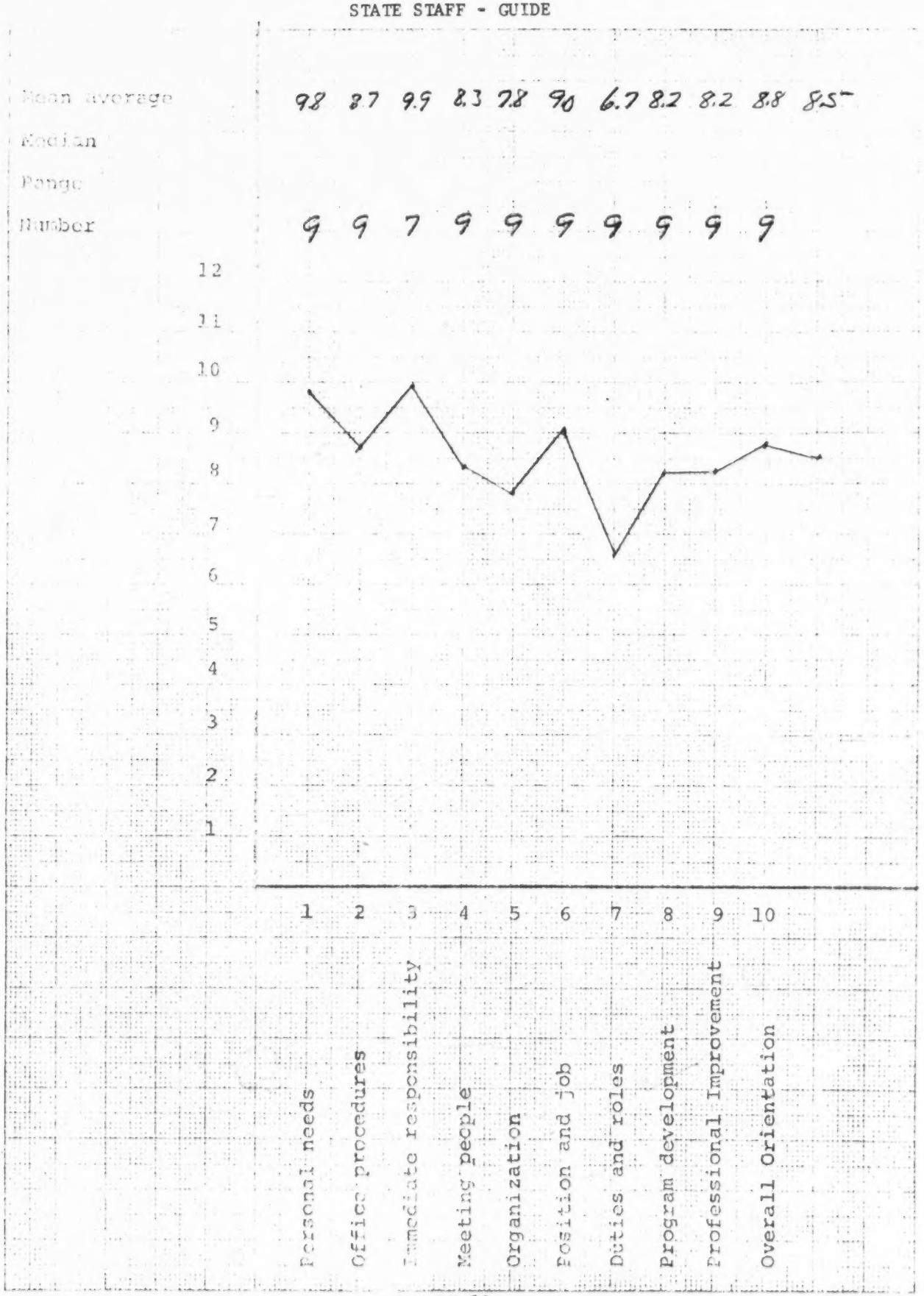


FIGURE 12

EXTENSION EXPERIENCE - GUIDE

	Personal needs	Office procedures	Immediate responsibility	Meeting people	Organization	Position and job	Duties and roles	Program development	Professional Improvement	Overall Orientation
Mean average	9.0	8.4	8.1	8.5	7.7	7.7	8.2	8.0	7.4	7.9	8.1
Median											
Range											
Number	20	20	16	20	20	20	20	18	19	20	

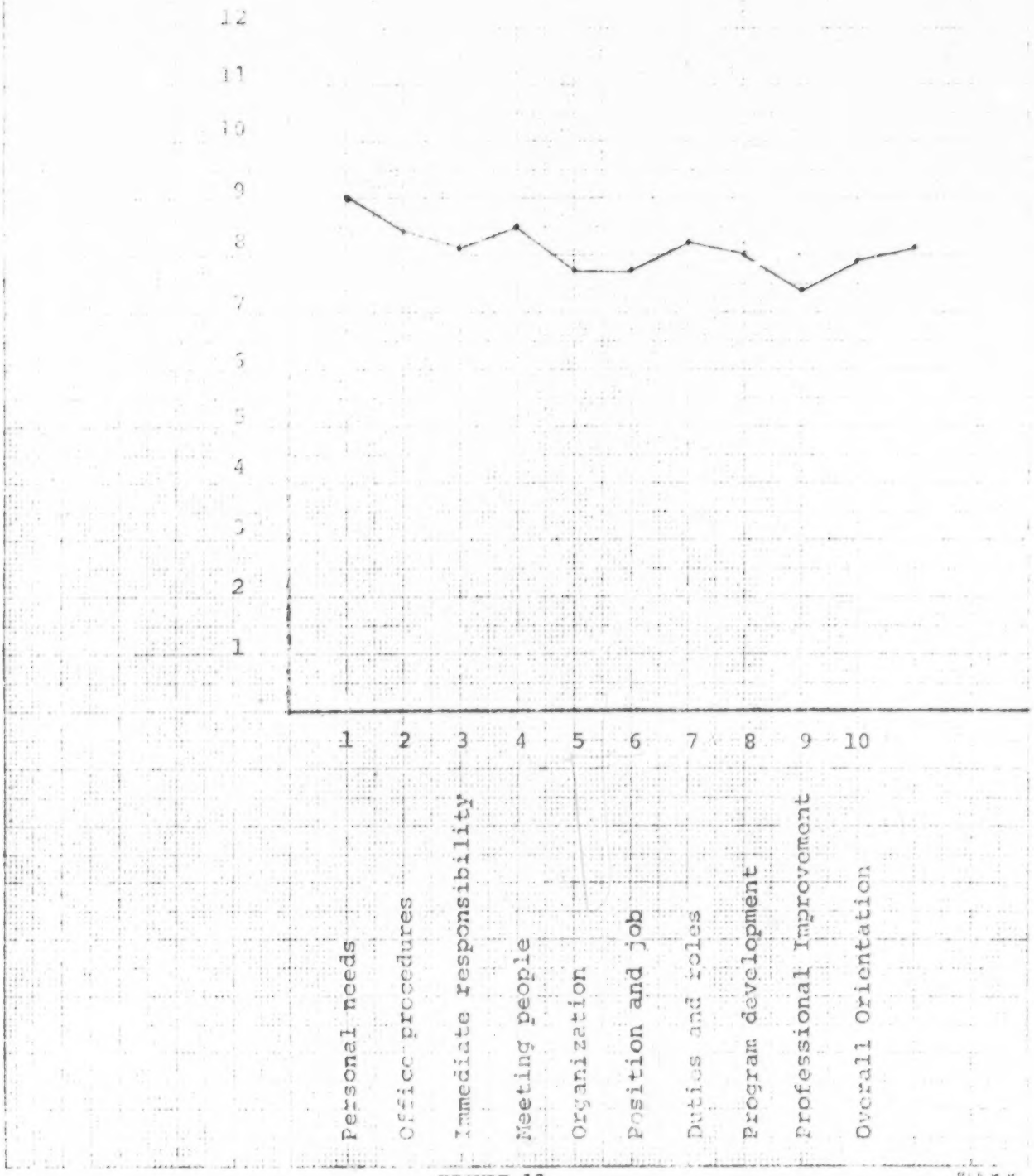


FIGURE 13

OTHER RELEVANT EXPERIENCE - GUIDE

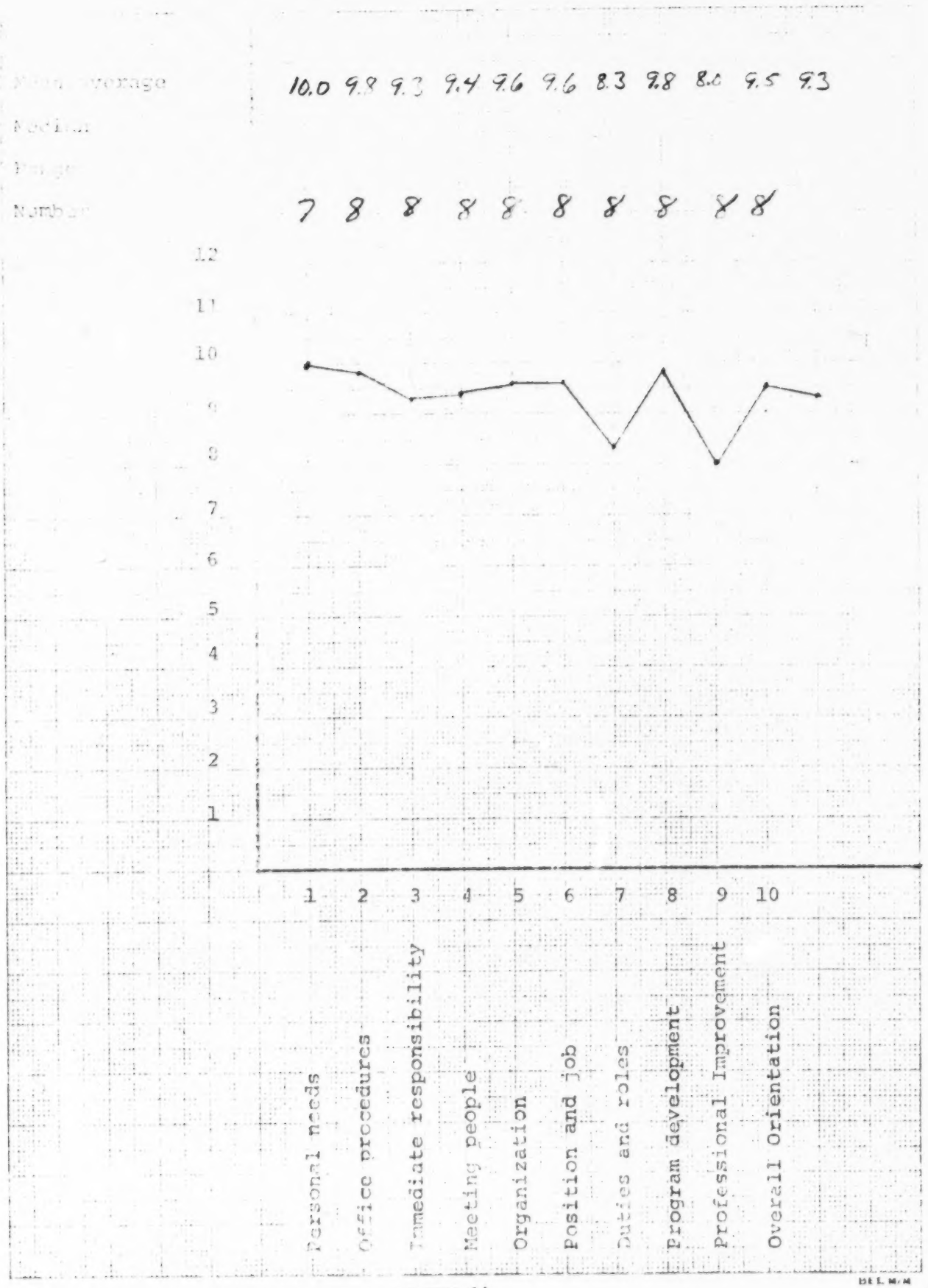


FIGURE 14

NO EXPERIENCE - GUIDE

Item Average 9.7 8.1 7.8 8.9 8.2 8.2 7.5 8.1 7.1 8.5 8.2

Section

Range

Number 11 13 13 13 13 13 13 13 13 13

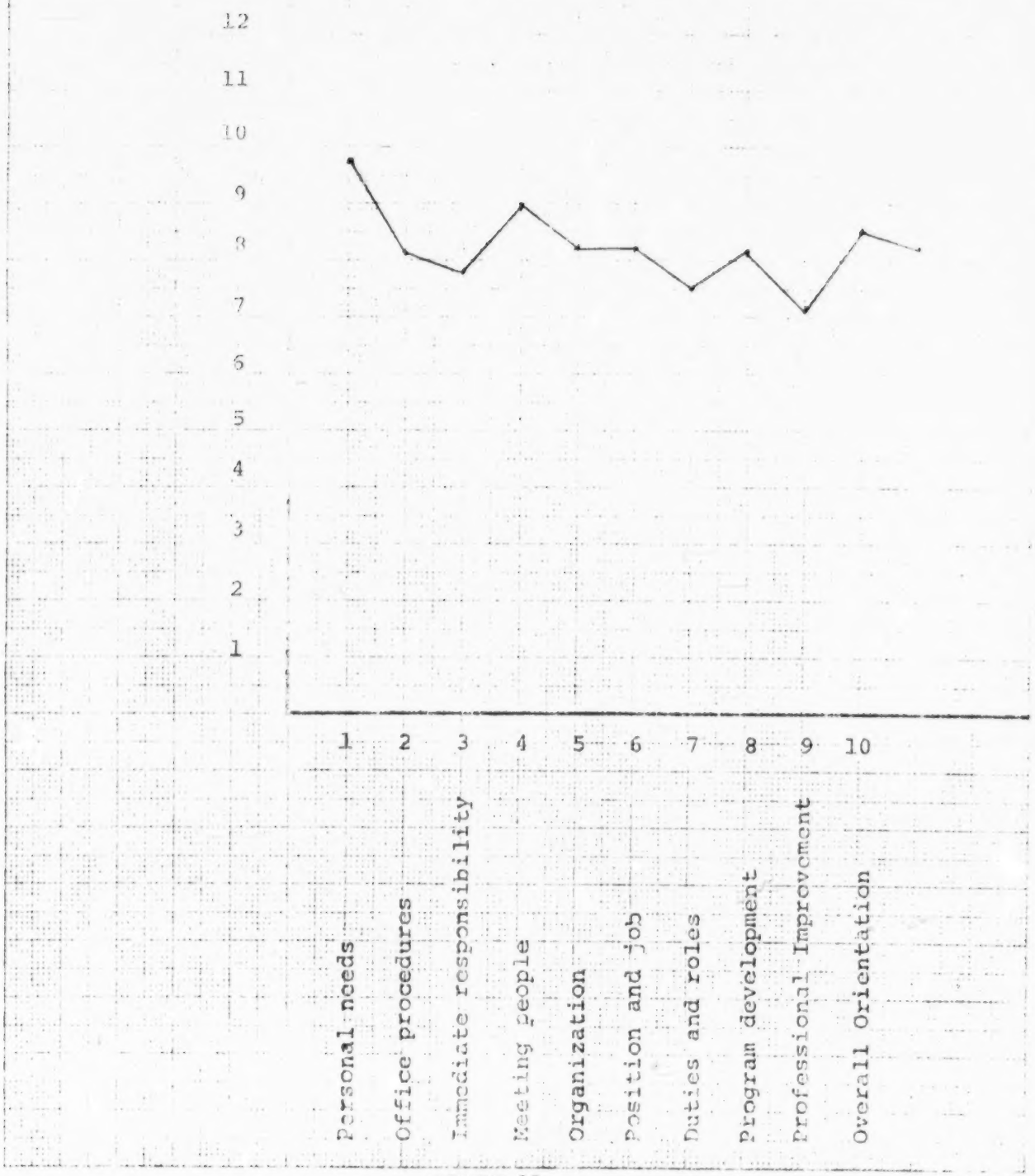


FIGURE 15

WOMEN - GUIDE

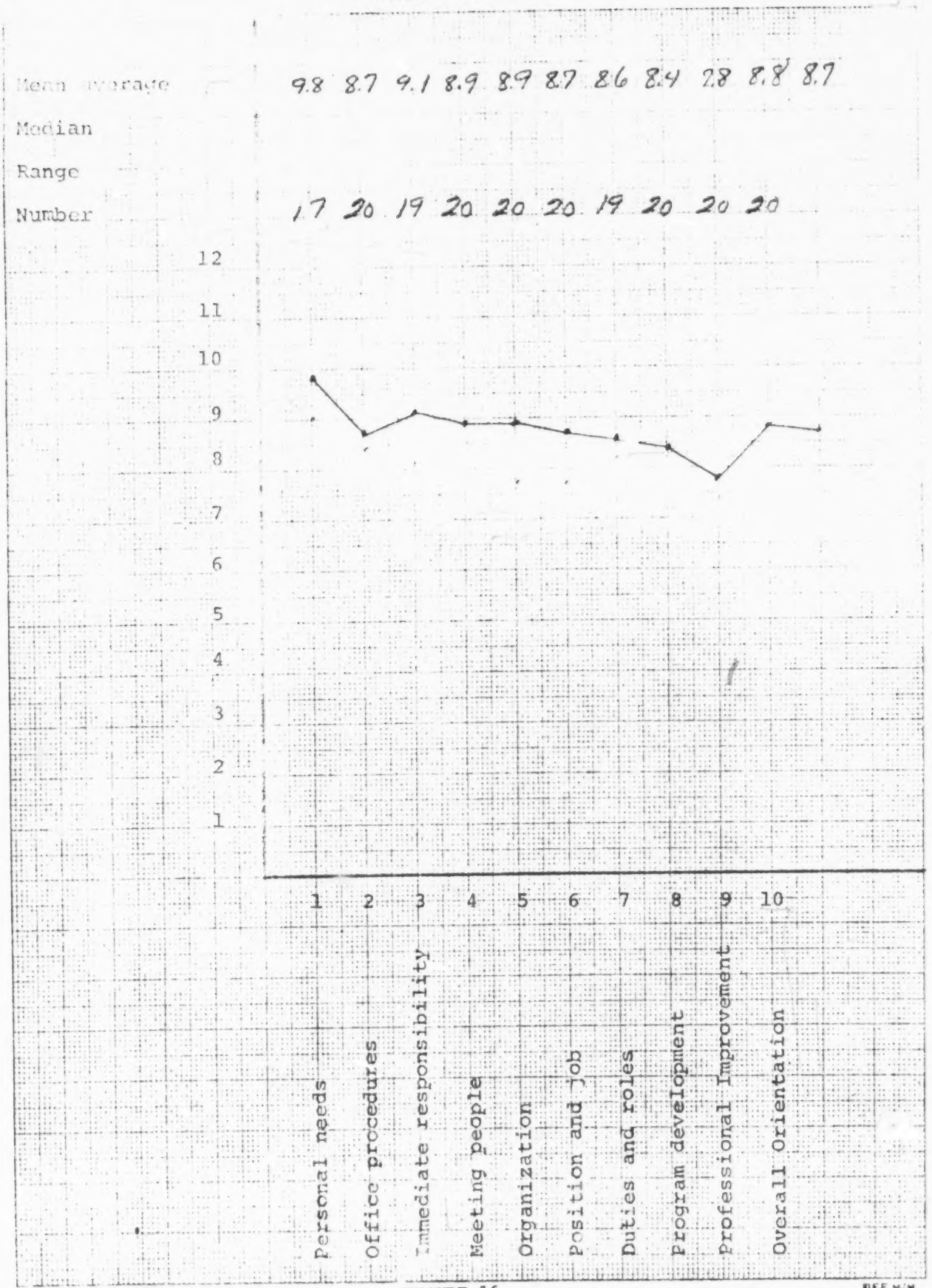


FIGURE 16

MEN - GUIDE

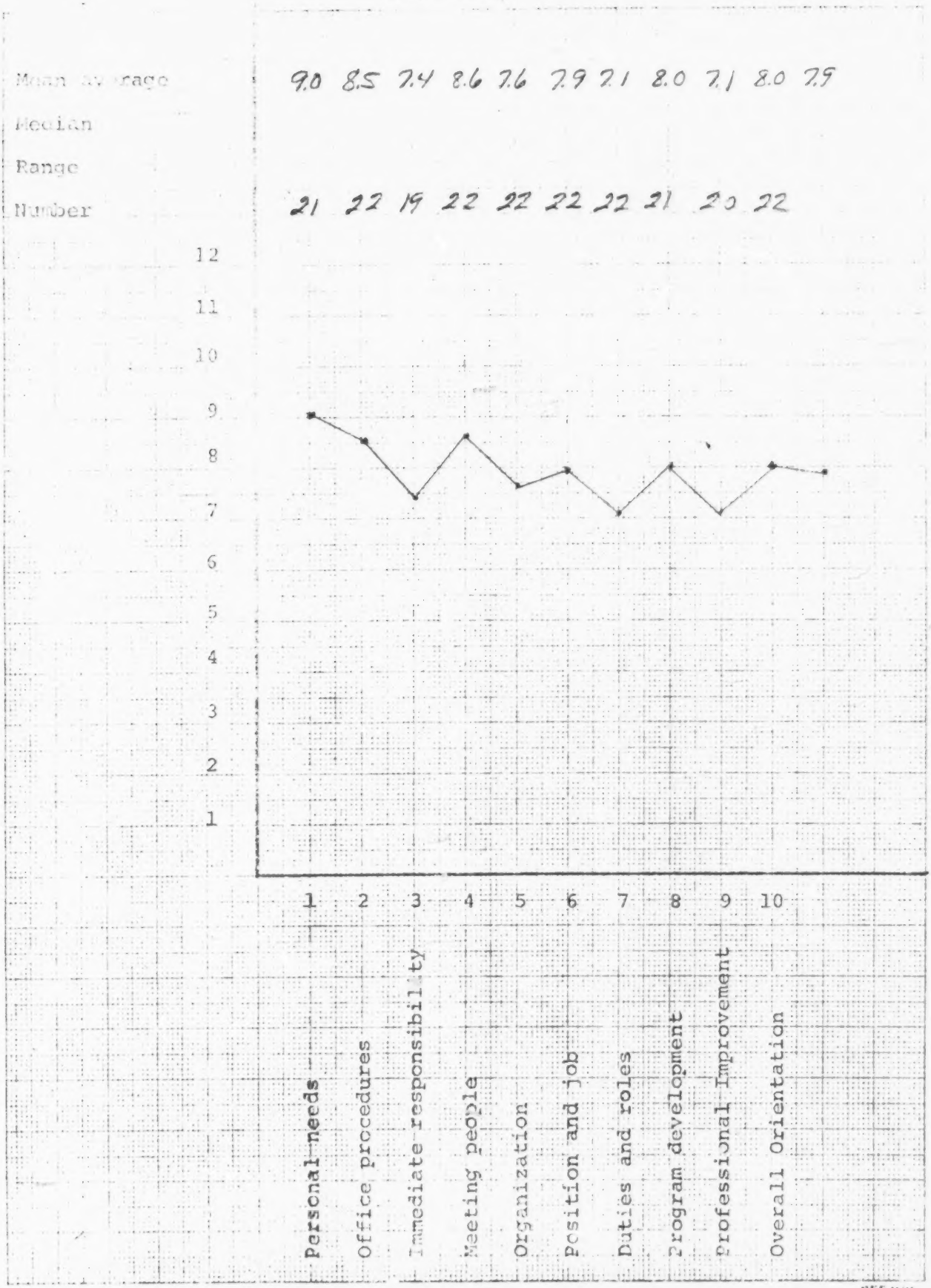


FIGURE 17

TRANSFERS - GUIDE

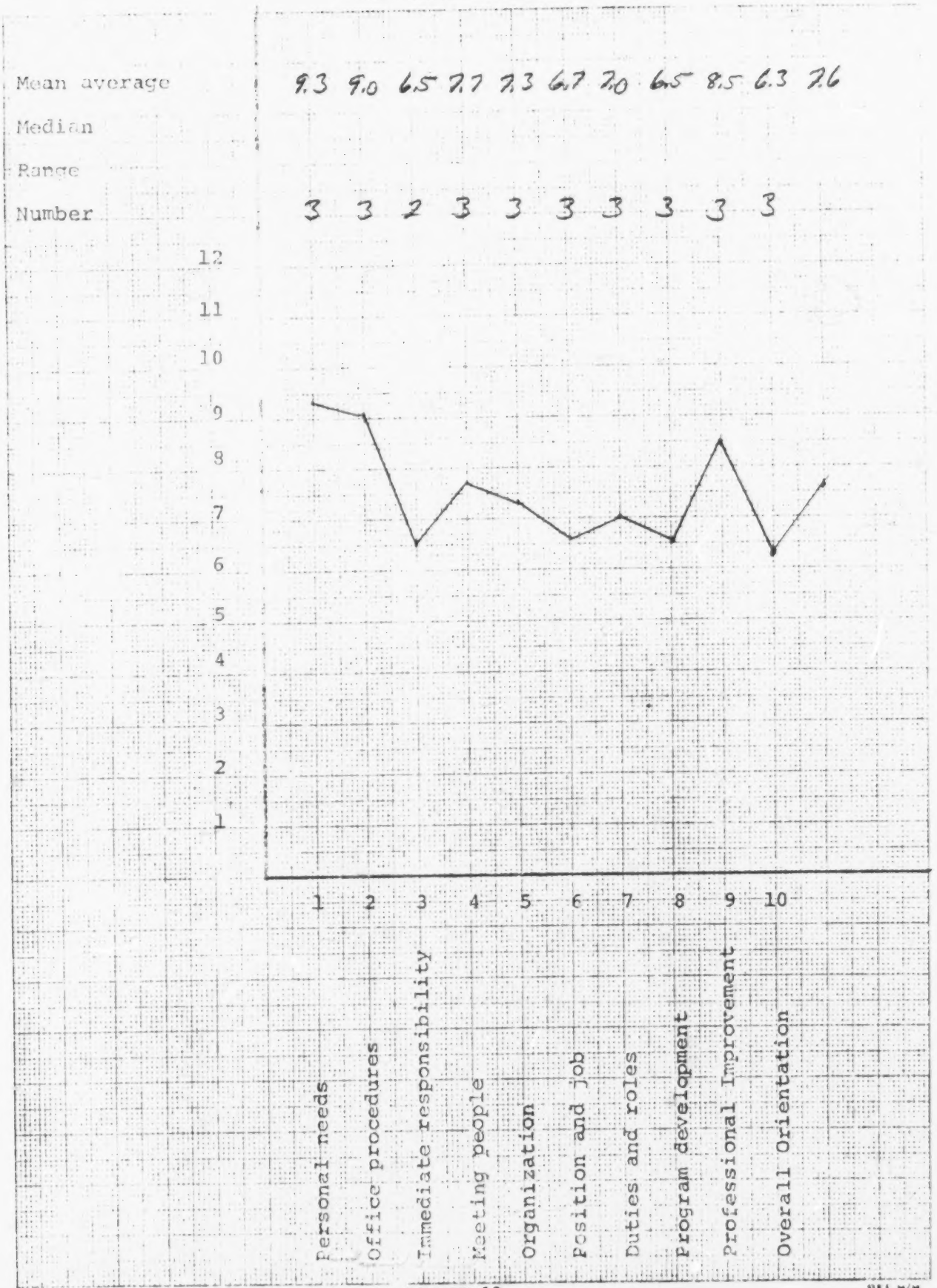


FIGURE 18

APPENDIX A3

Understandings As Perceived By New Employees During Supervisor-Guided Orientation.

OVERALL UNDERSTANDING

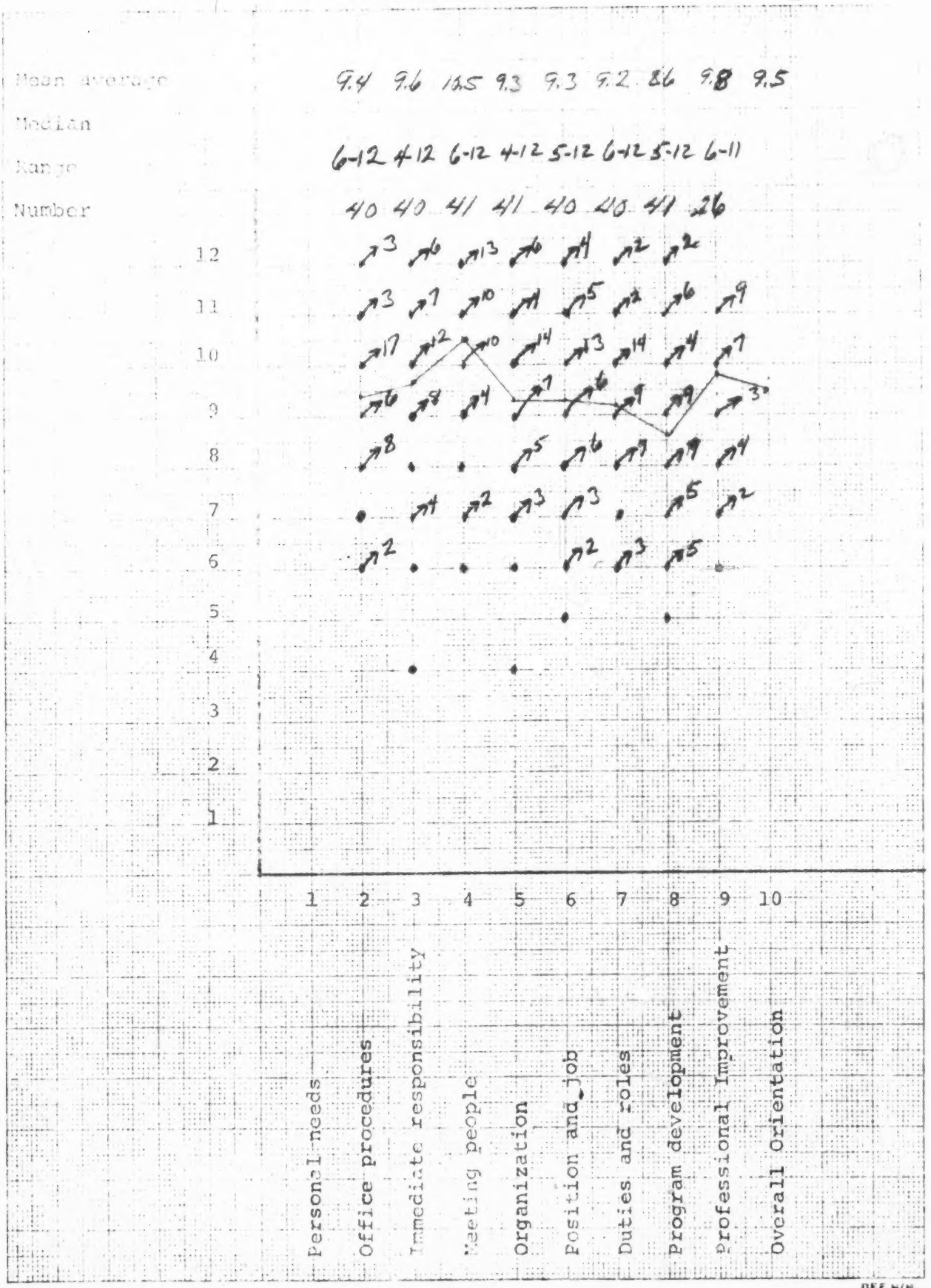


FIGURE 19

UNDERSTANDINGS - FIELD STAFF

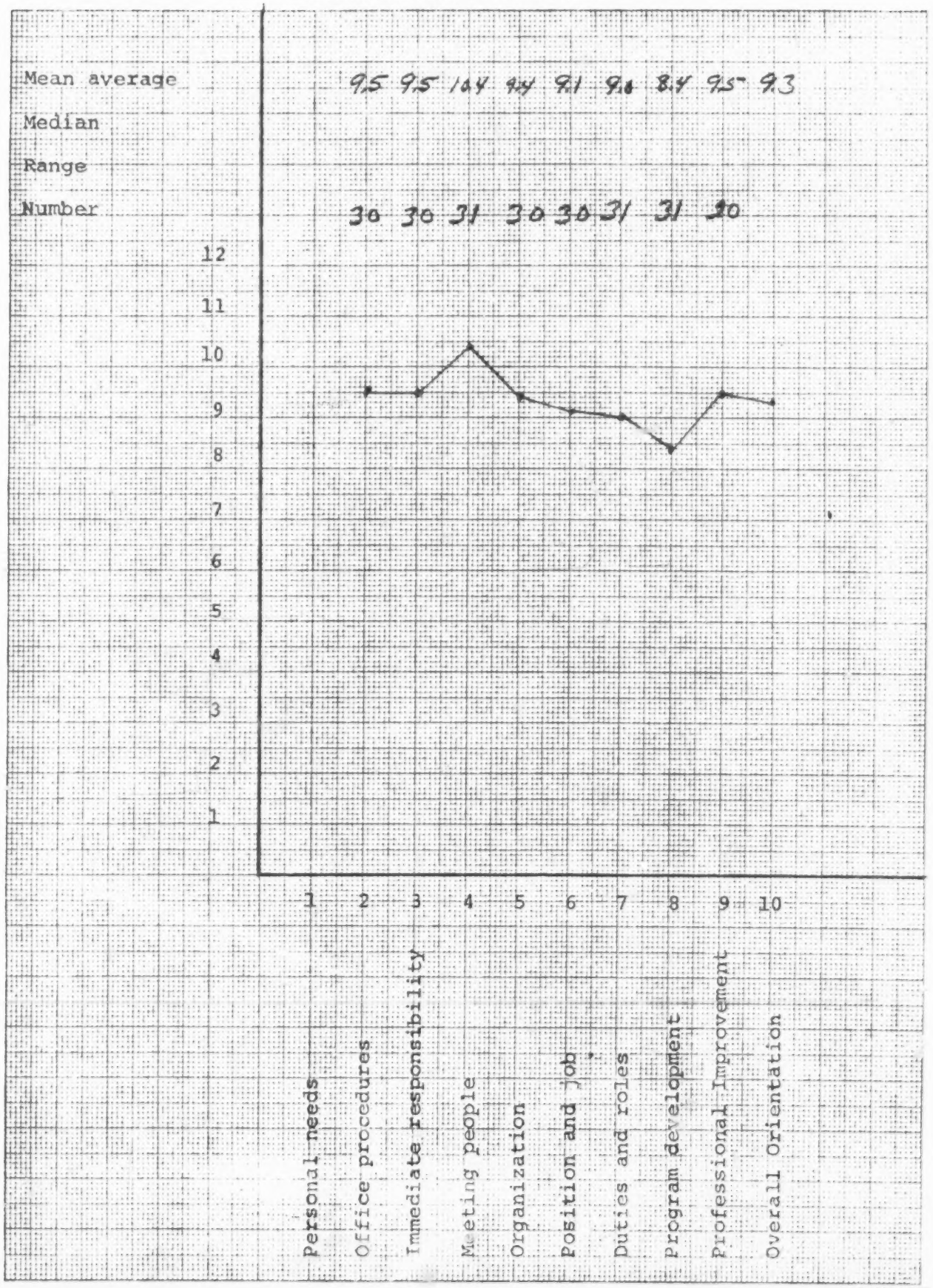


FIGURE 20

UNDERSTANDINGS - STATE STAFF

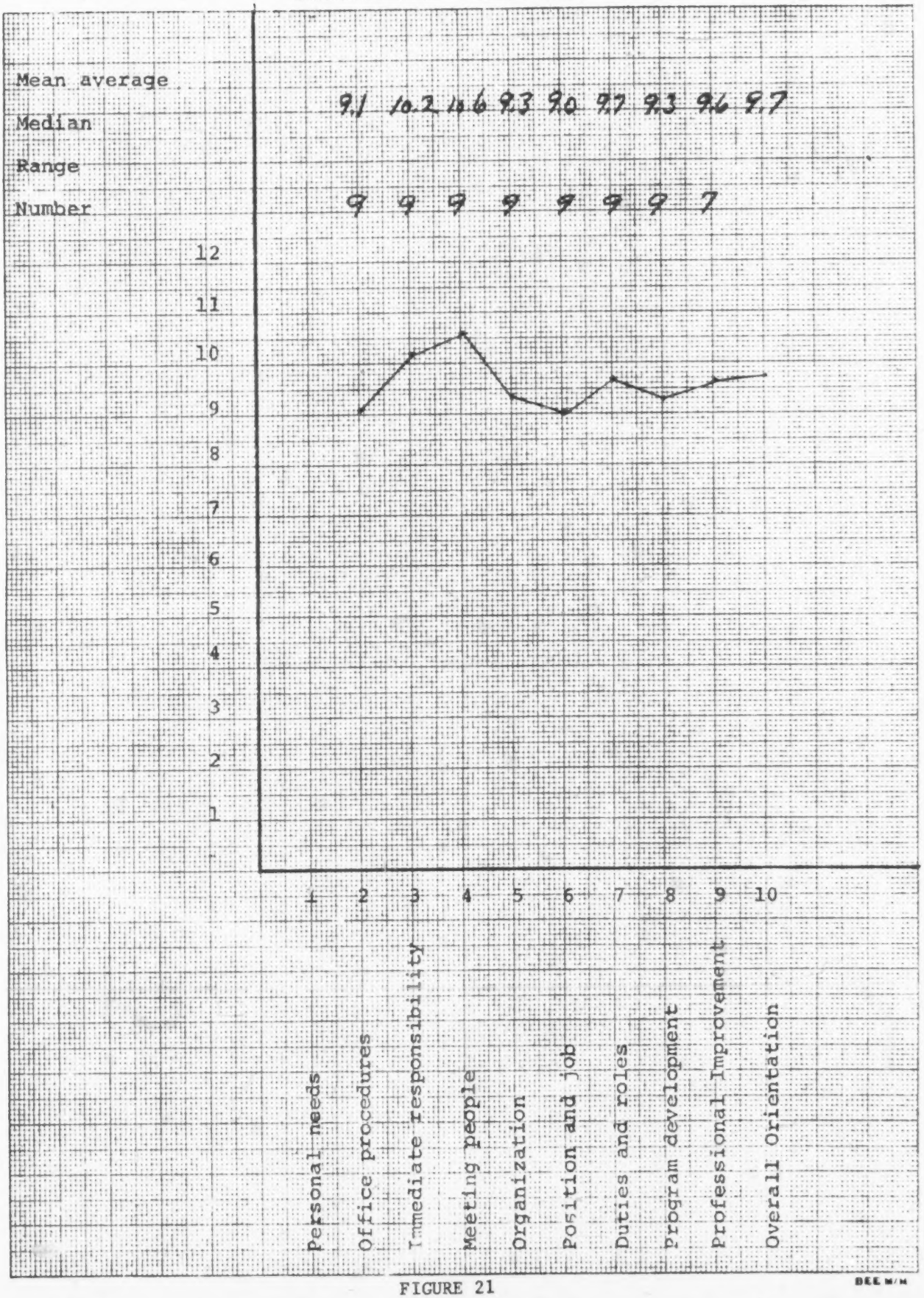


FIGURE 21

UNDERSTANDINGS - EXTENSION EXPERIENCE

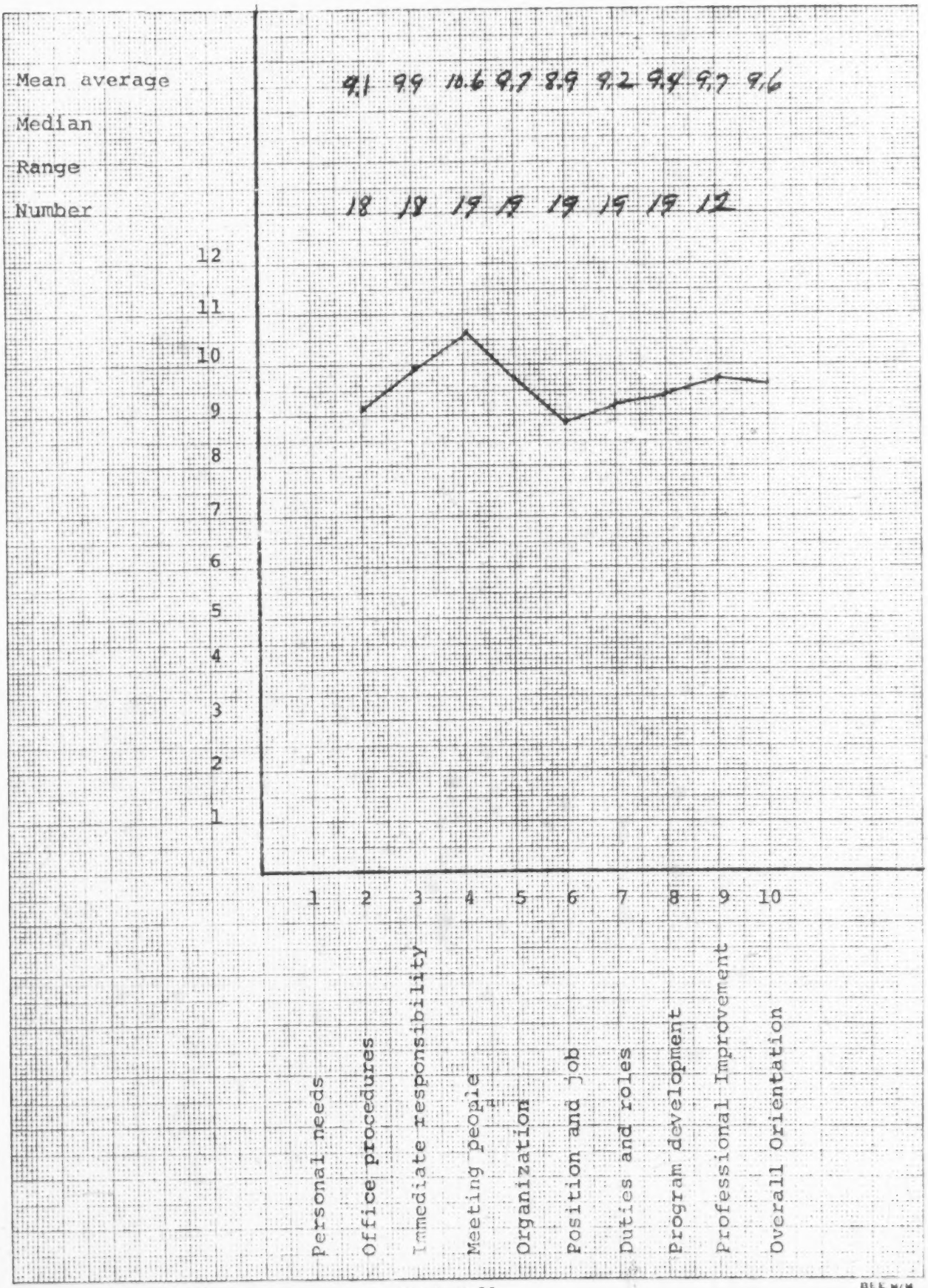


FIGURE 22

UNDERSTANDINGS - OTHER RELEVANT EXPERIENCE

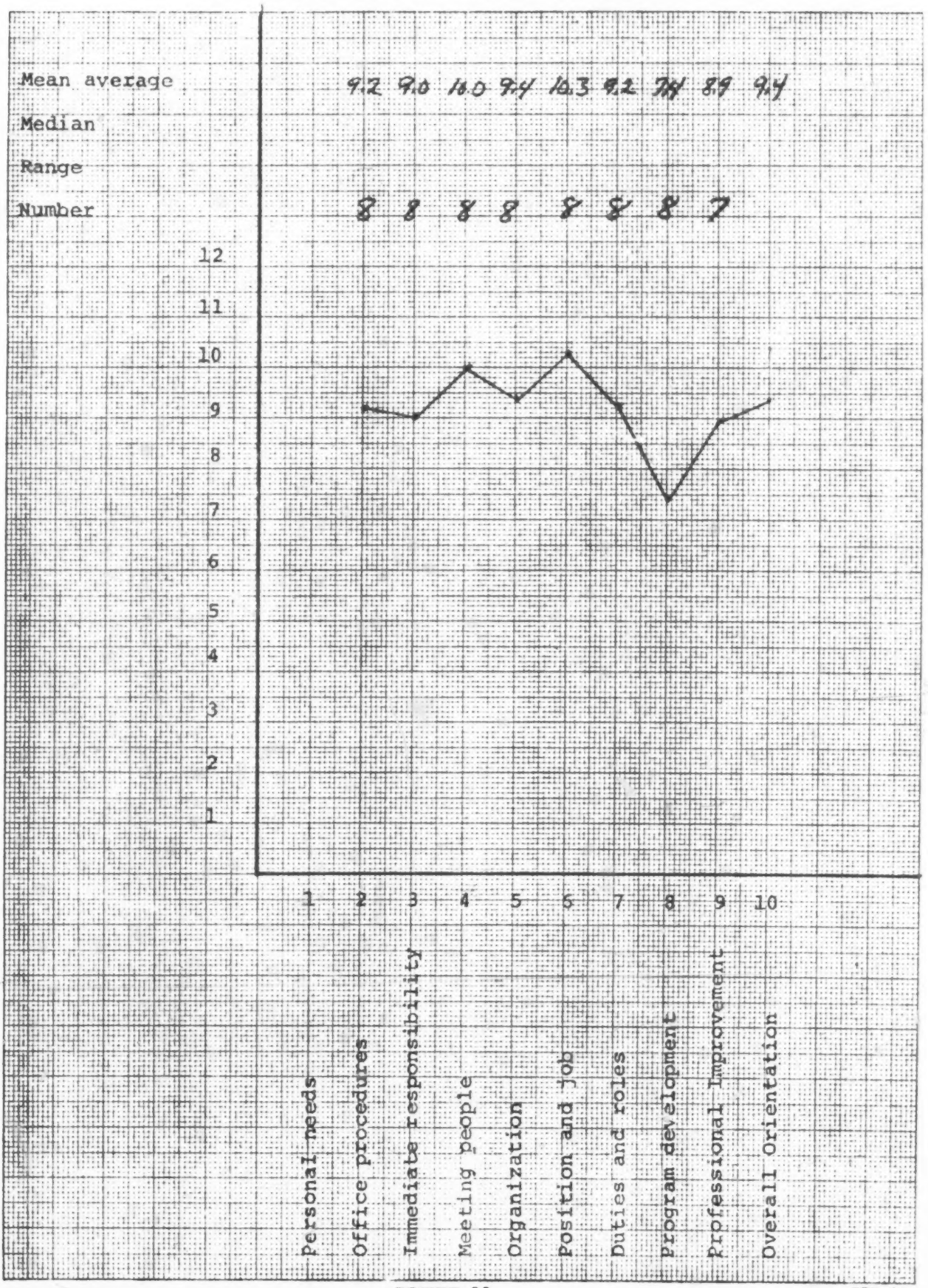


FIGURE 23

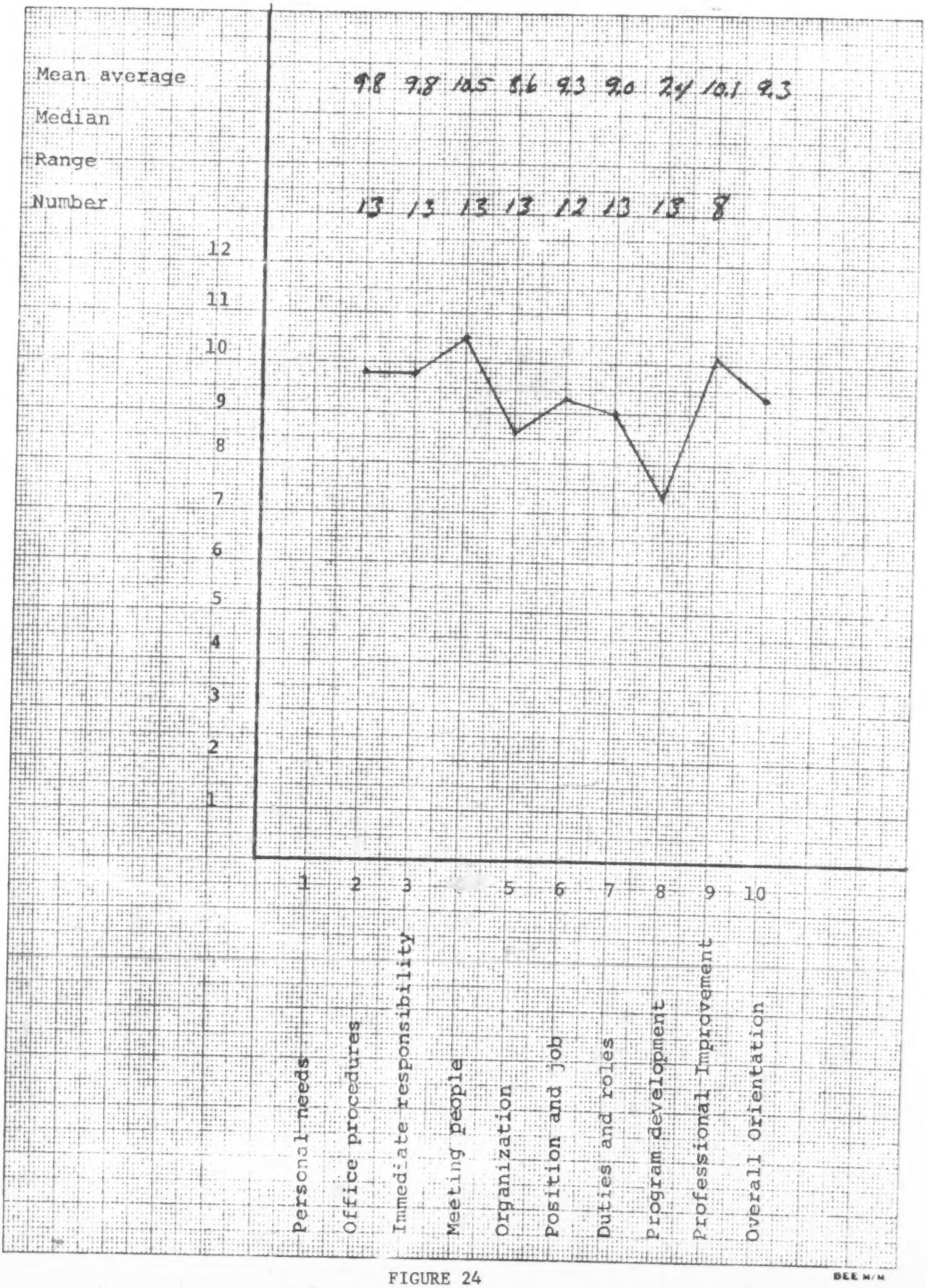

Mean average
Median
Range
Number
9.8 9.8 10.5 8.6 9.3 9.0 2y 10.1 9.3
13 13 13 13 12 13 13 8
12
11
10
9
8
7
6
5
4
3
2
1
1 2 3 5 6 7 8 9 10
Personal needs
Office procedures
Immediate responsibility
Meeting people
Organization
Position and job
Duties and roles
Program development
Professional Improvement
Overall Orientation

FIGURE 24

UNDERSTANDINGS - WOMEN

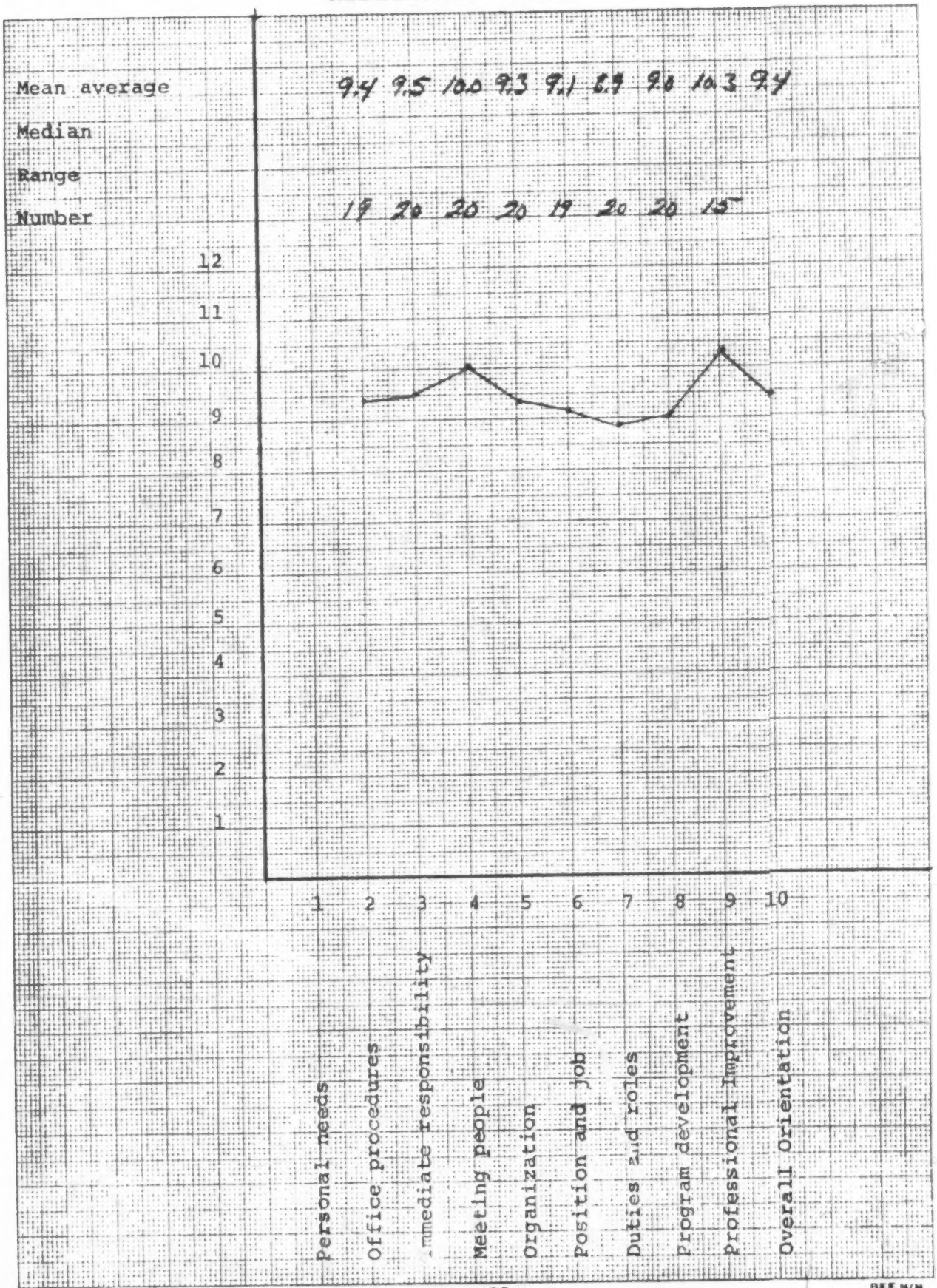


FIGURE 25

UNDERSTANDINGS - MEN

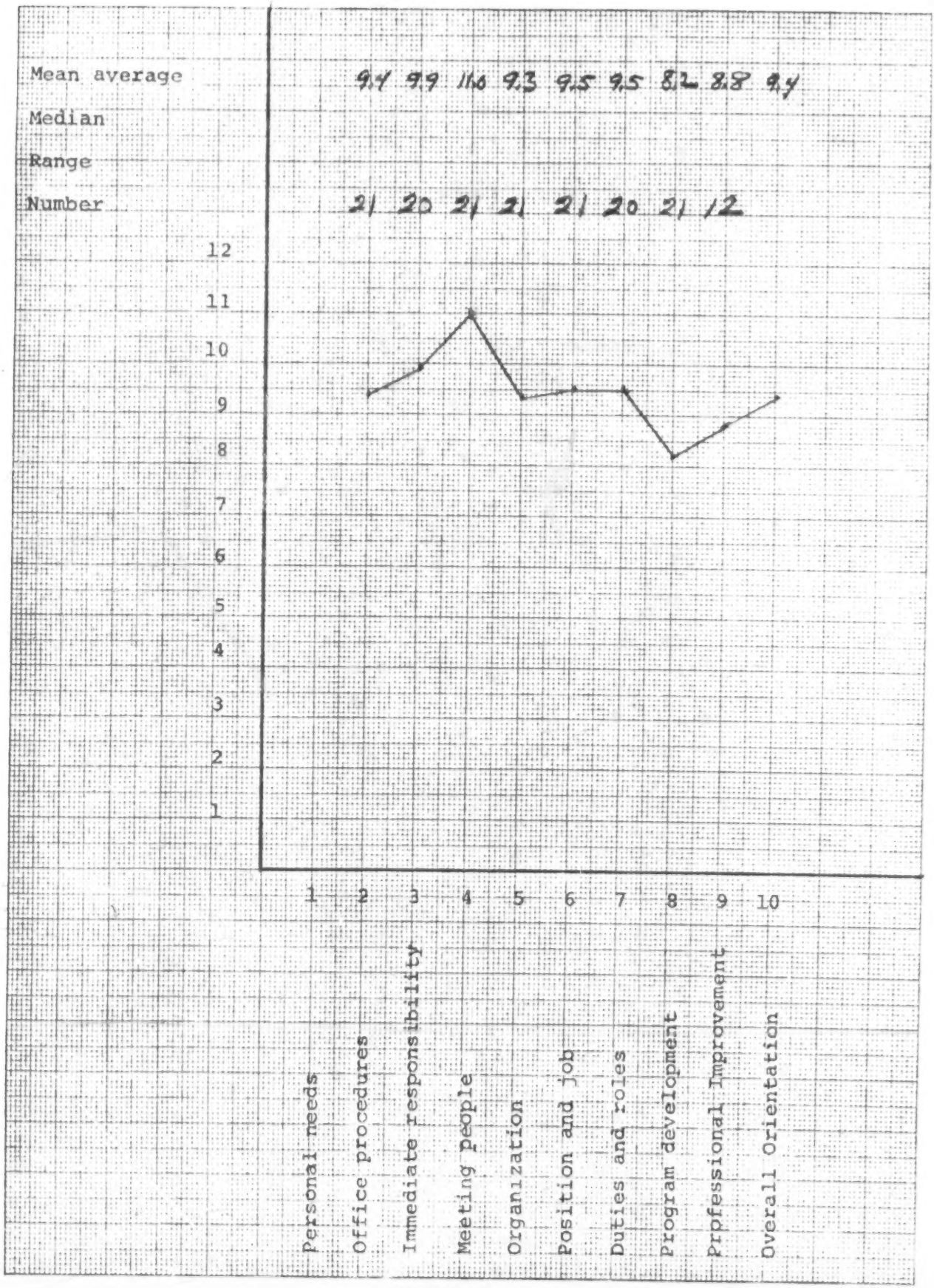


FIGURE 26

UNDERSTANDINGS - TRANSFERS

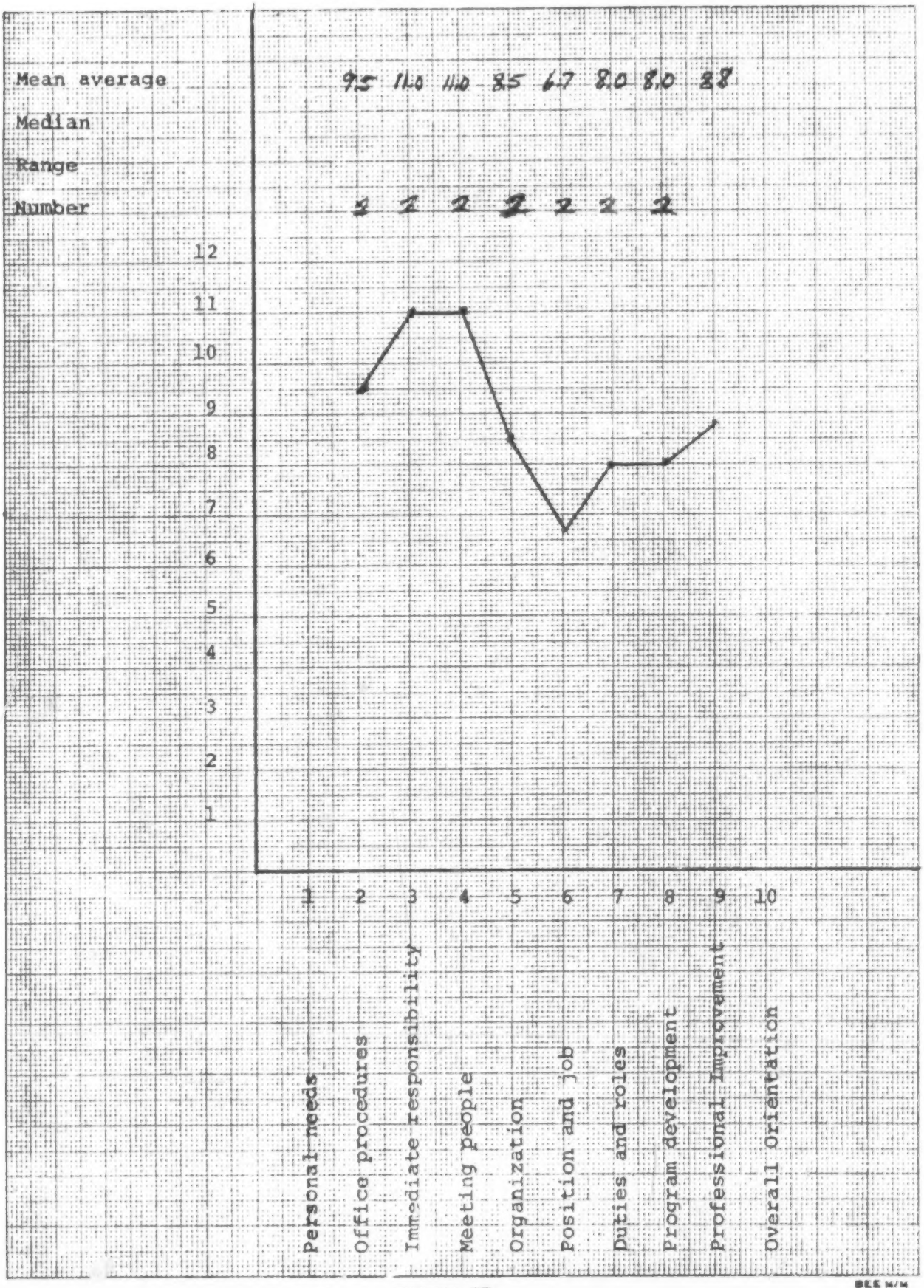


FIGURE 27

APPENDIX A4

Persons Perceived Responsible For Their Orientation By New Employees.

PERSON PERCEIVED RESPONSIBLE FOR ORIENTATION TRAINING

All Staff

6 months - 18 months duration before Guide

32 respondents

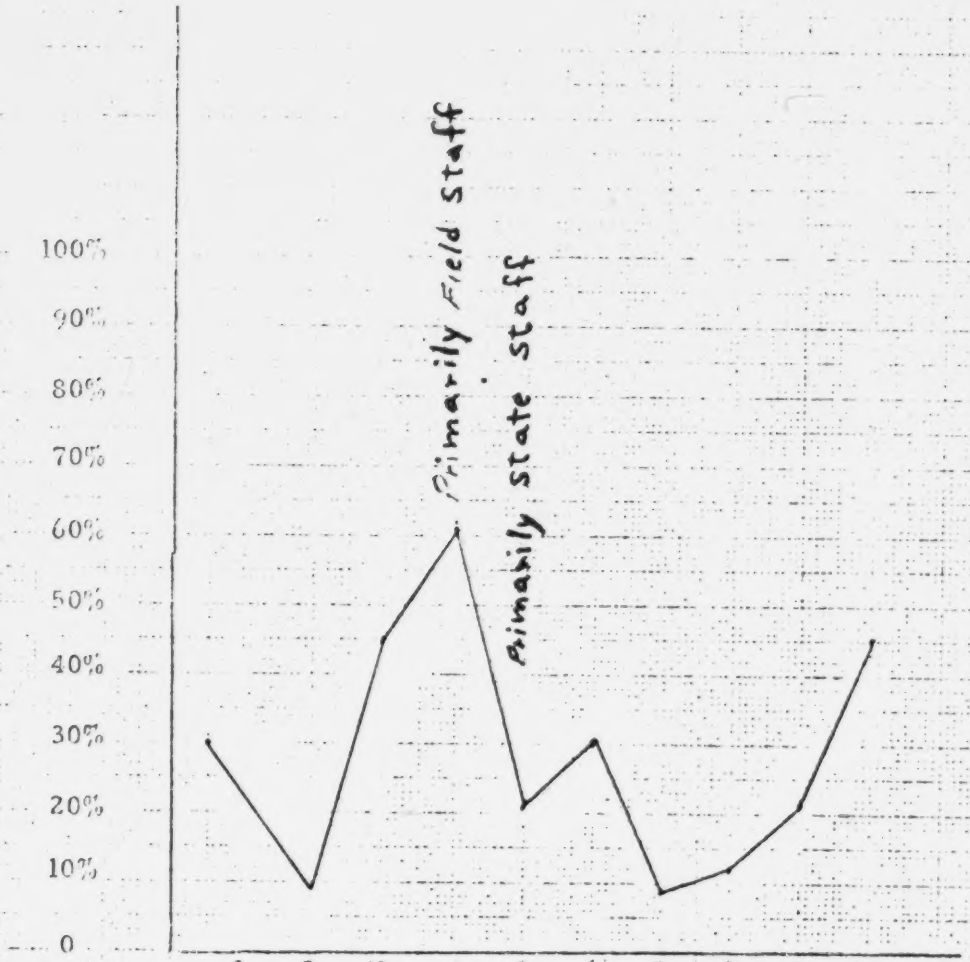


FIGURE 28

2

PERSON PERCEIVED RESPONSIBLE FOR ORIENTATION TRAINING

1 Year Duration Guided Process

9 Respondents

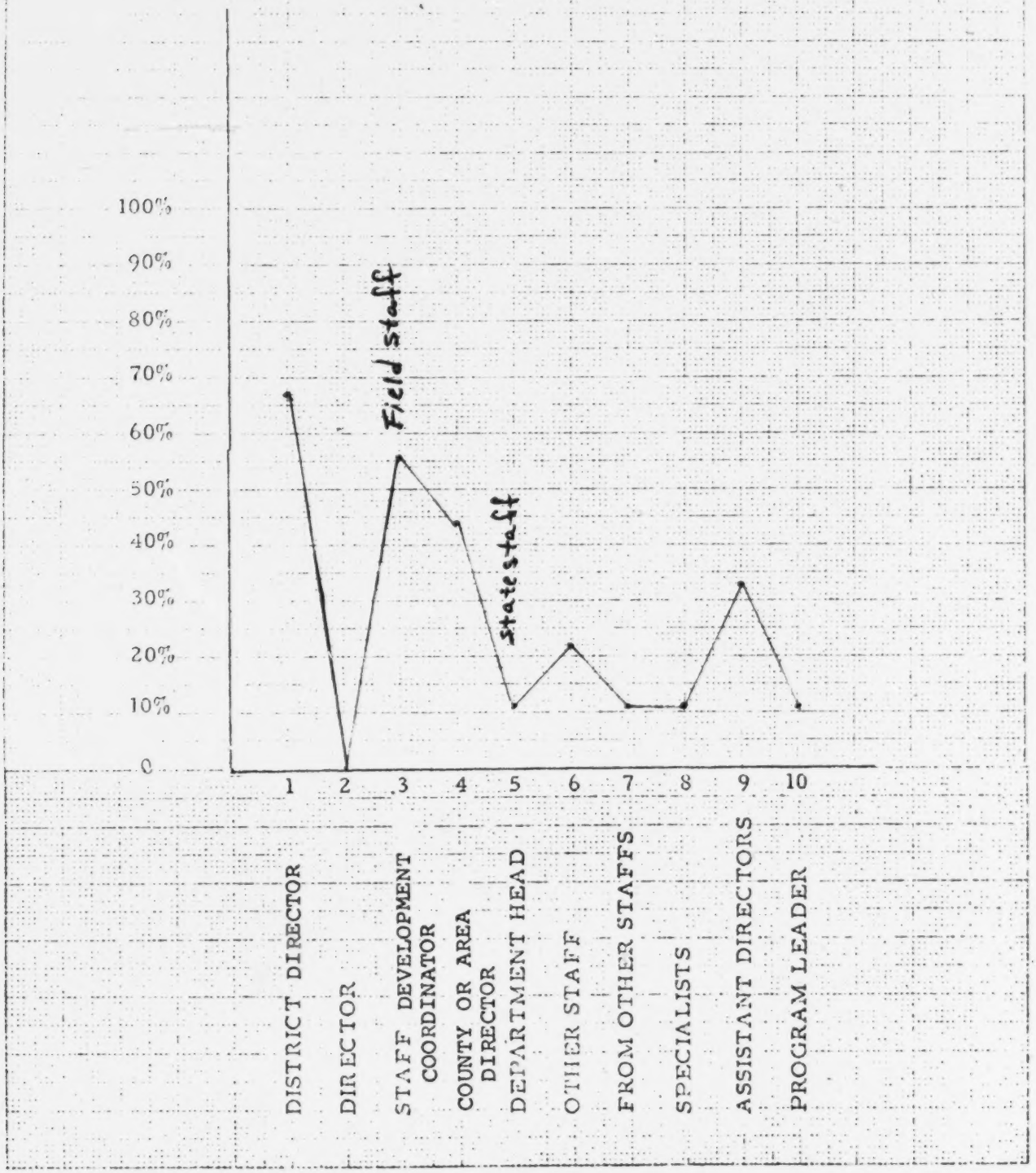


FIGURE 29

PERSON PERCEIVED RESPONSIBLE FOR ORIENTATION TRAINING

3 - 6 months Duration Guided Process

32 Respondents

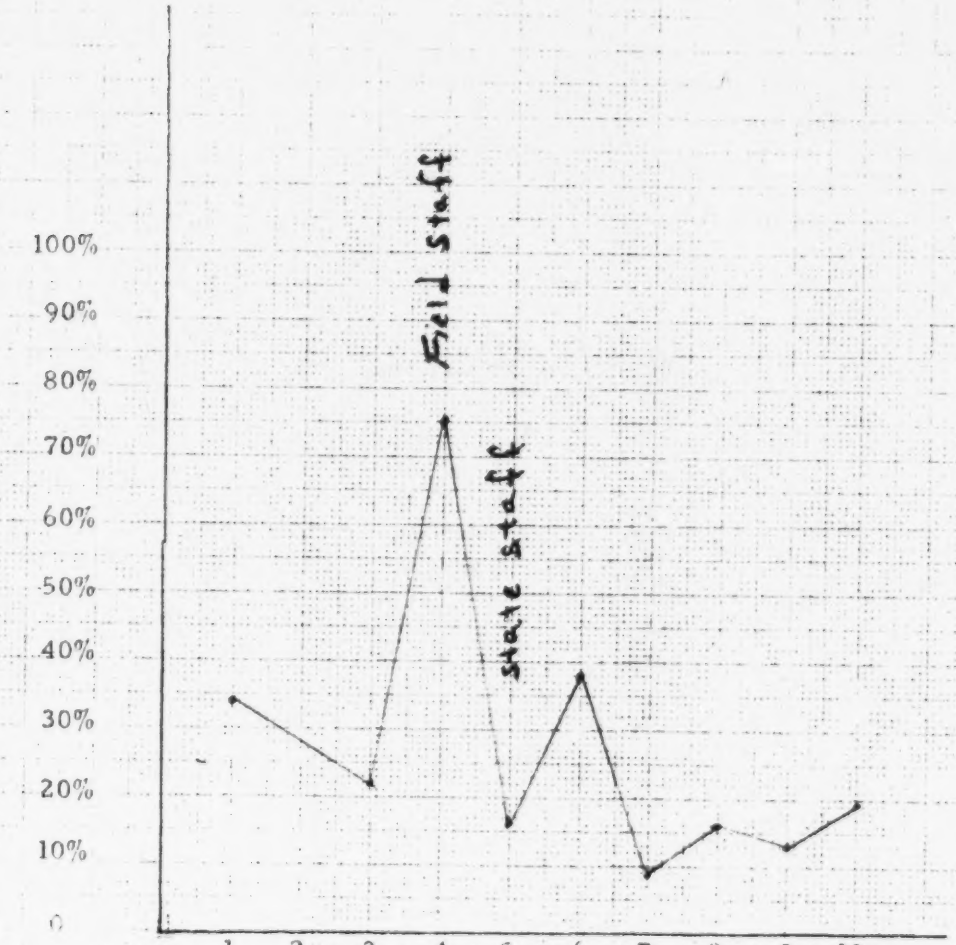


FIGURE 30

APPENDIX A5

Perceptions of supervisors at 3-6 months toward:

New Employee Satisfaction
New Employee Understanding
Relevance of the Guide
Helpfulness of the Guide
Degree the Guide was Followed
How much of the materials and activities in the Guide would have been done anyway

Perceived Satisfaction of the New Employee by the Supervisor

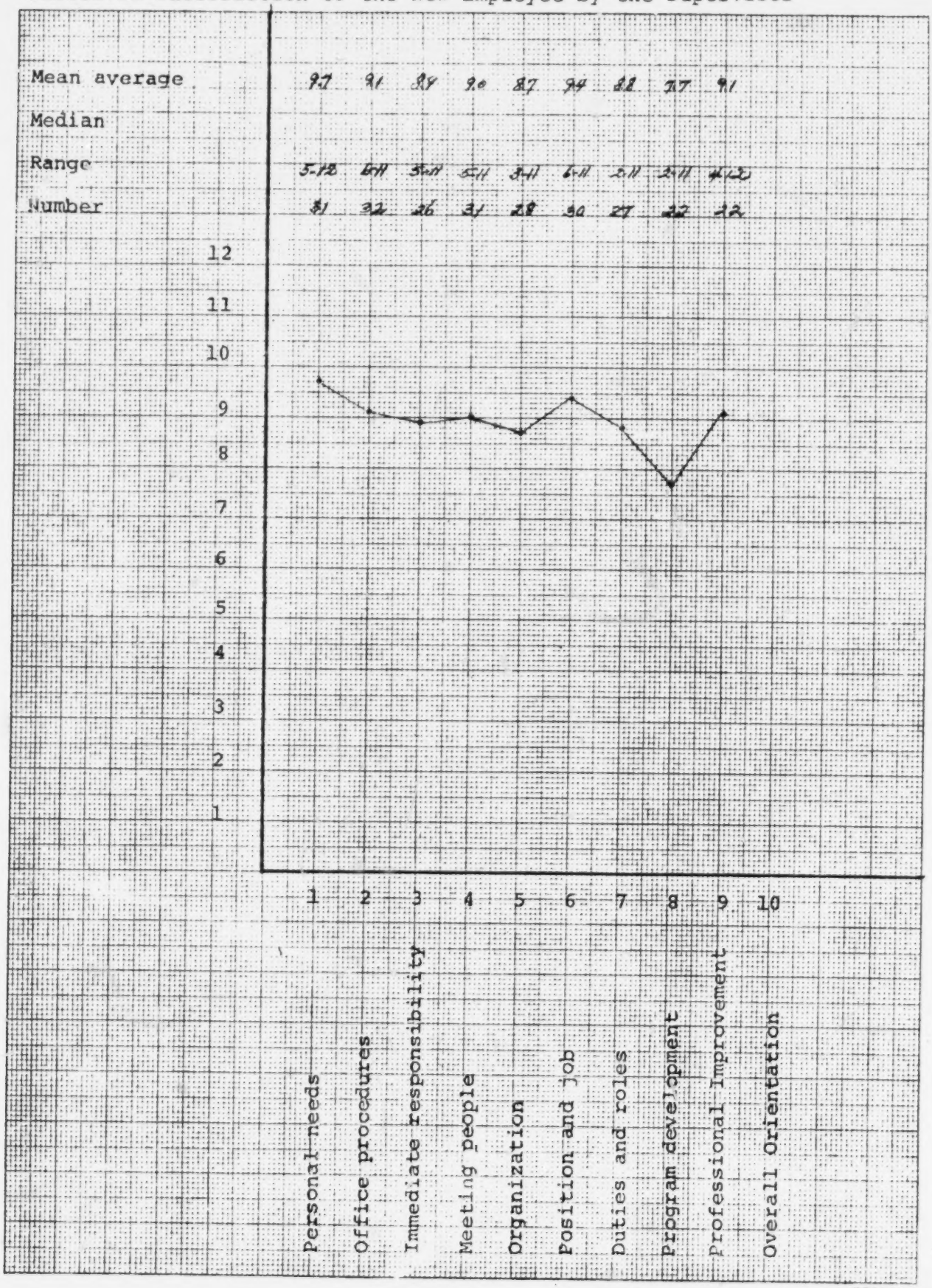


FIGURE 31

New Employee Understanding as Perceived by the Supervisor

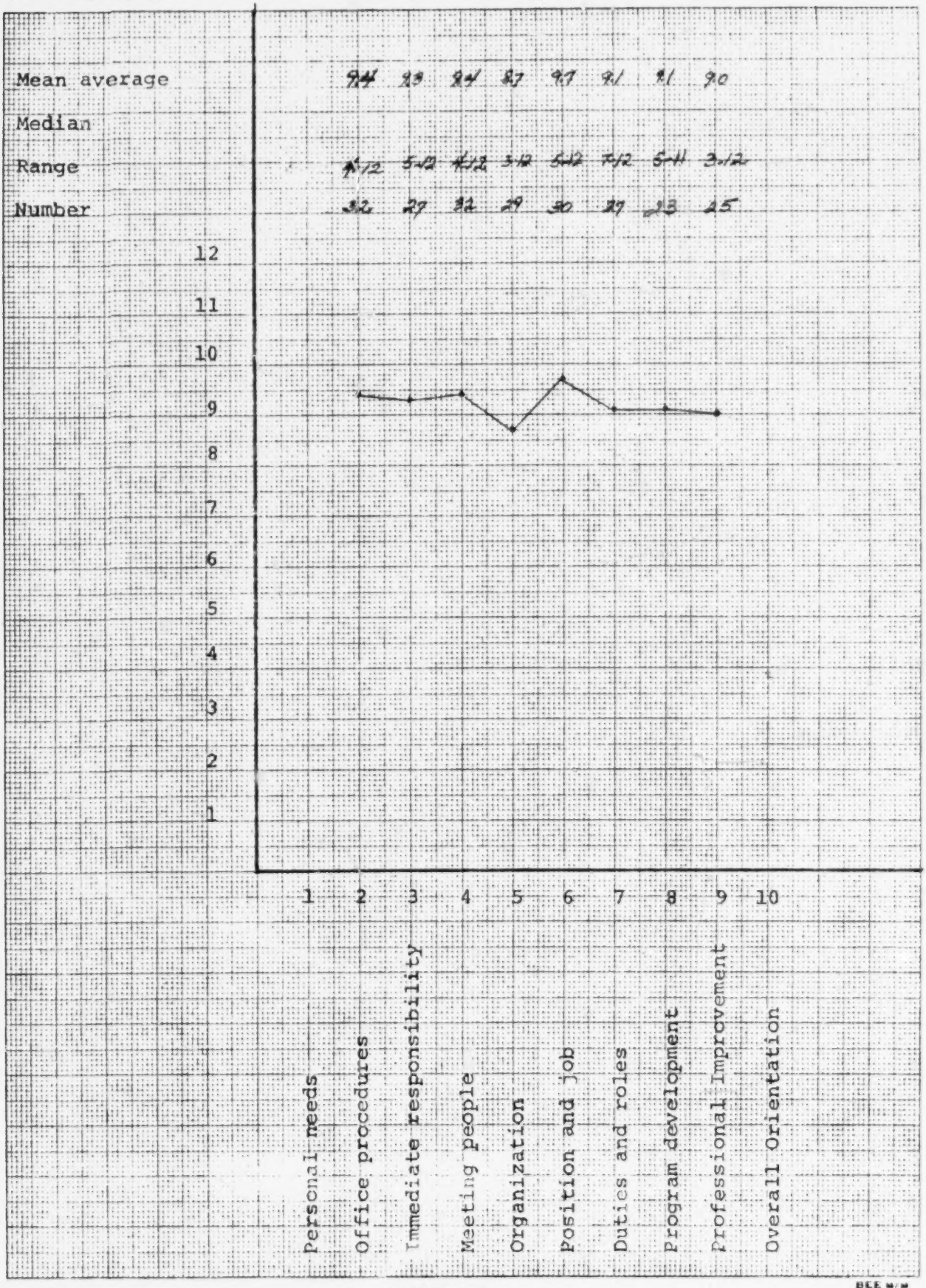


FIGURE 32

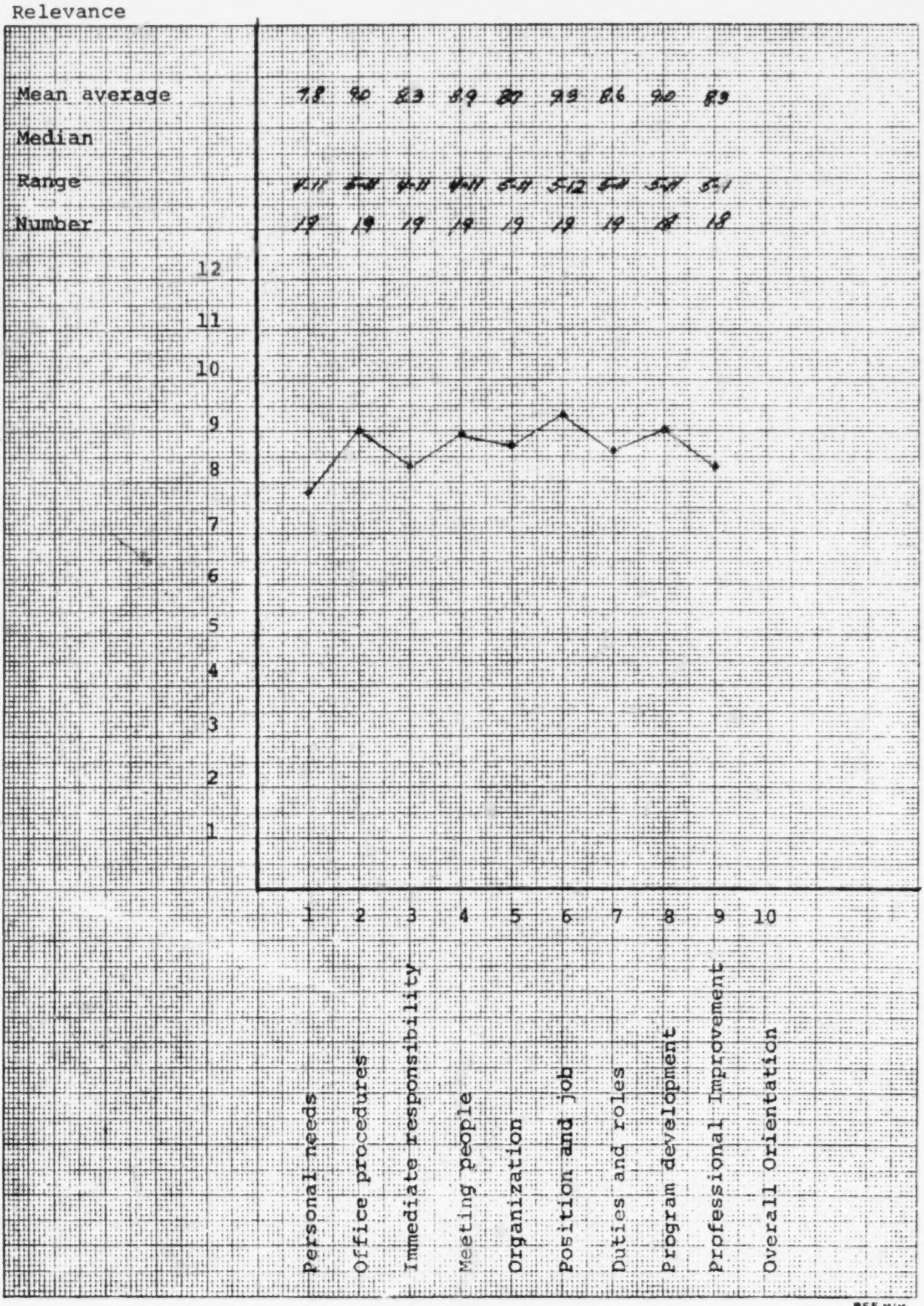

Relevance
Mean average
Median
Range
Number
7.8 8.0 8.3 8.9 8.7 9.2 8.6 9.0 8.3
4.11 5.11 4.11 4.11 5.9 5.12 5.11 5.11 5.1
19 19 19 19 19 19 19 18 18
12
11
10
9
8
7
6
5
4
3
2
1
1 2 3 4 5 6 7 8 9 10
Personal needs
Office procedures
Immediate responsibility
Meeting people
Organization
Position and job
Duties and roles
Program development
Professional Improvement
Overall Orientation

FIGURE 33

Helpfulness of the Guide

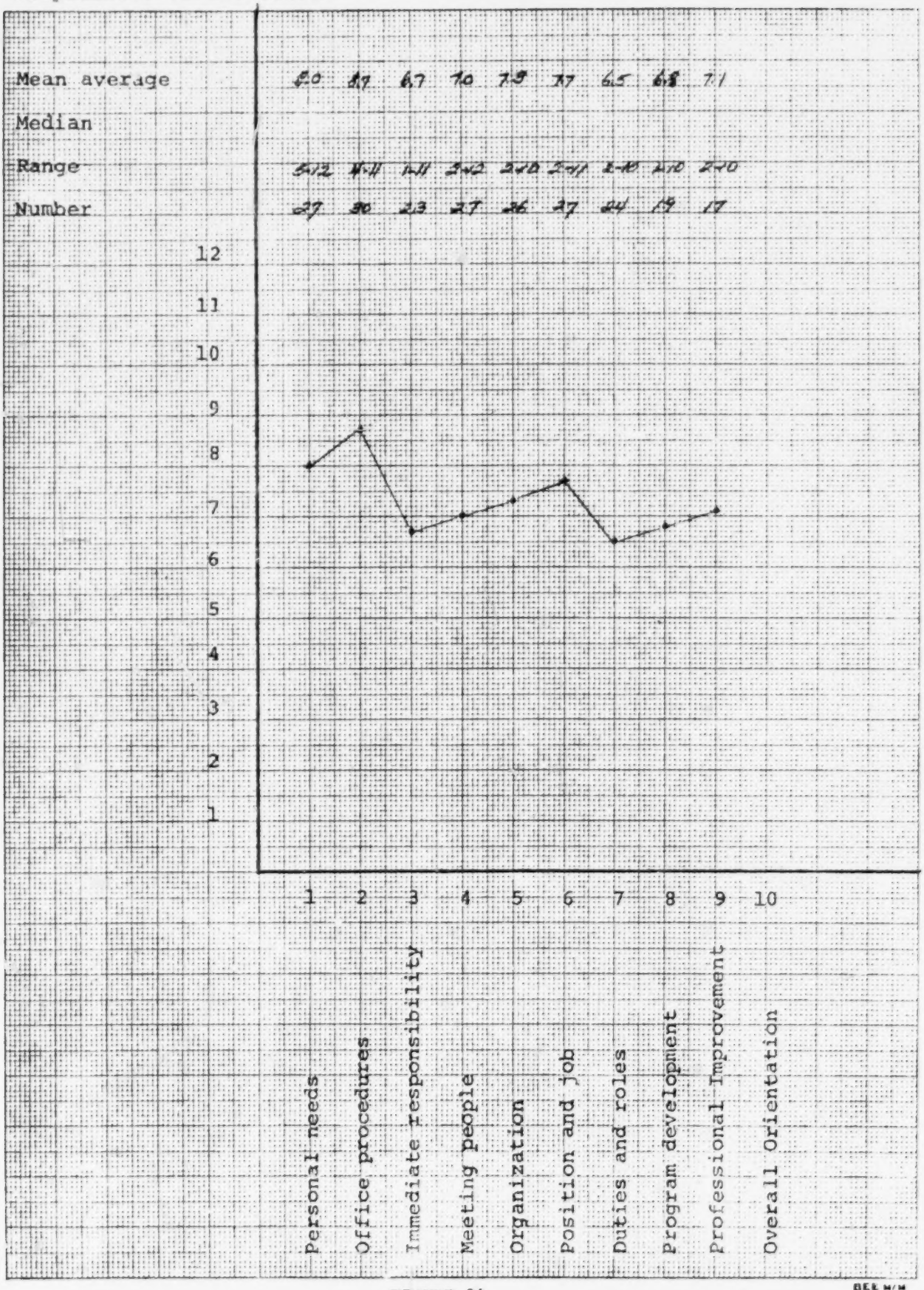


FIGURE 34

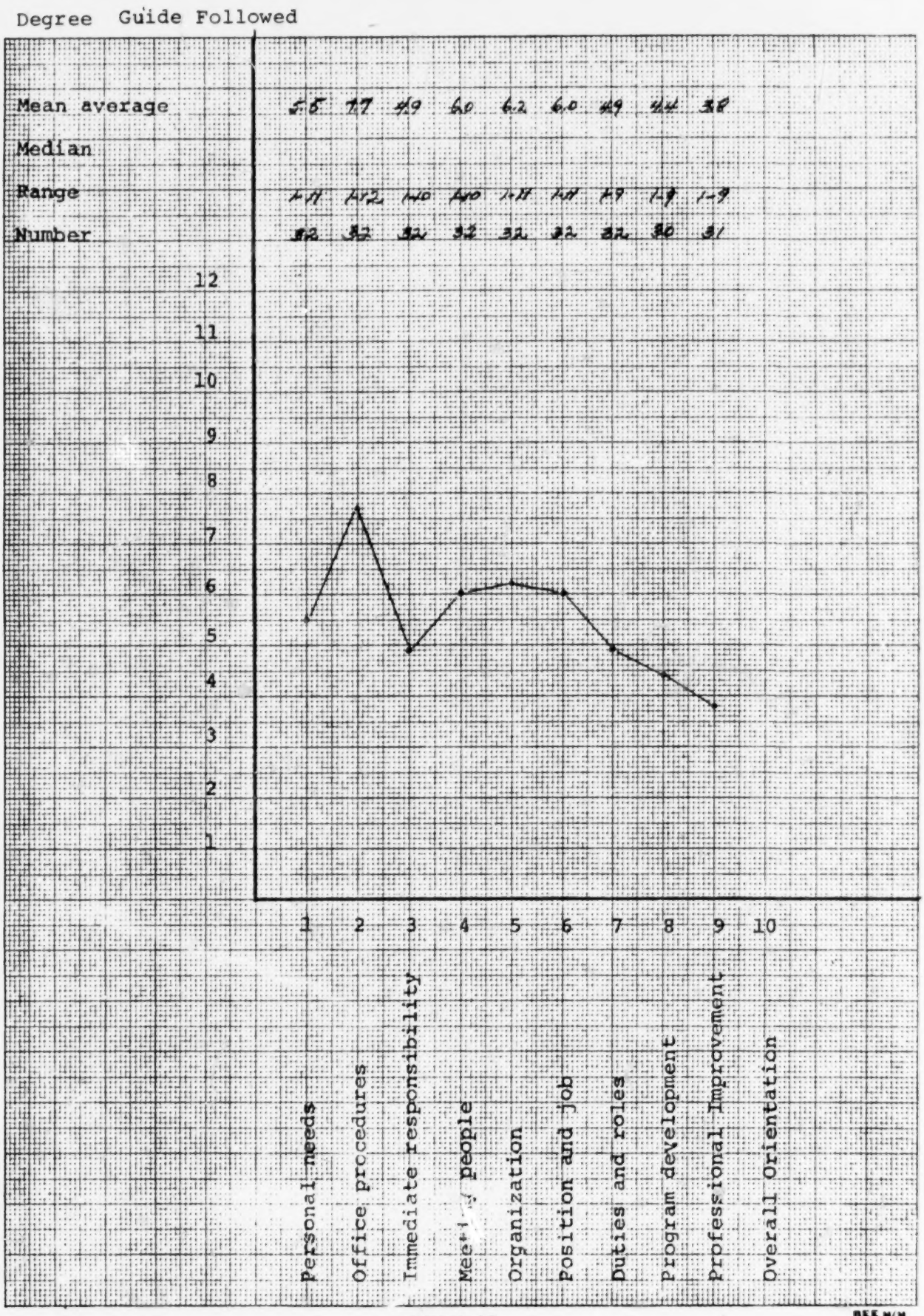

Degree Guide Followed
Mean average
Median
Range
Number
5.5 7.7 4.9 6.0 6.2 6.0 4.9 4.4 3.8
1-11 1-12 1-10 1-10 1-11 1-11 1-9 1-9 1-9
32 32 32 32 32 32 32 30 31
12
11
10
9
8
7
6
5
4
3
2
1
1 2 3 4 5 6 7 8 9 10
Personal needs
Office procedures
Immediate responsibility
Meeting people
Organization
Position and job
Duties and roles
Program development
Professional Improvement
Overall Orientation

FIGURE 35

Would Have Done Anyway

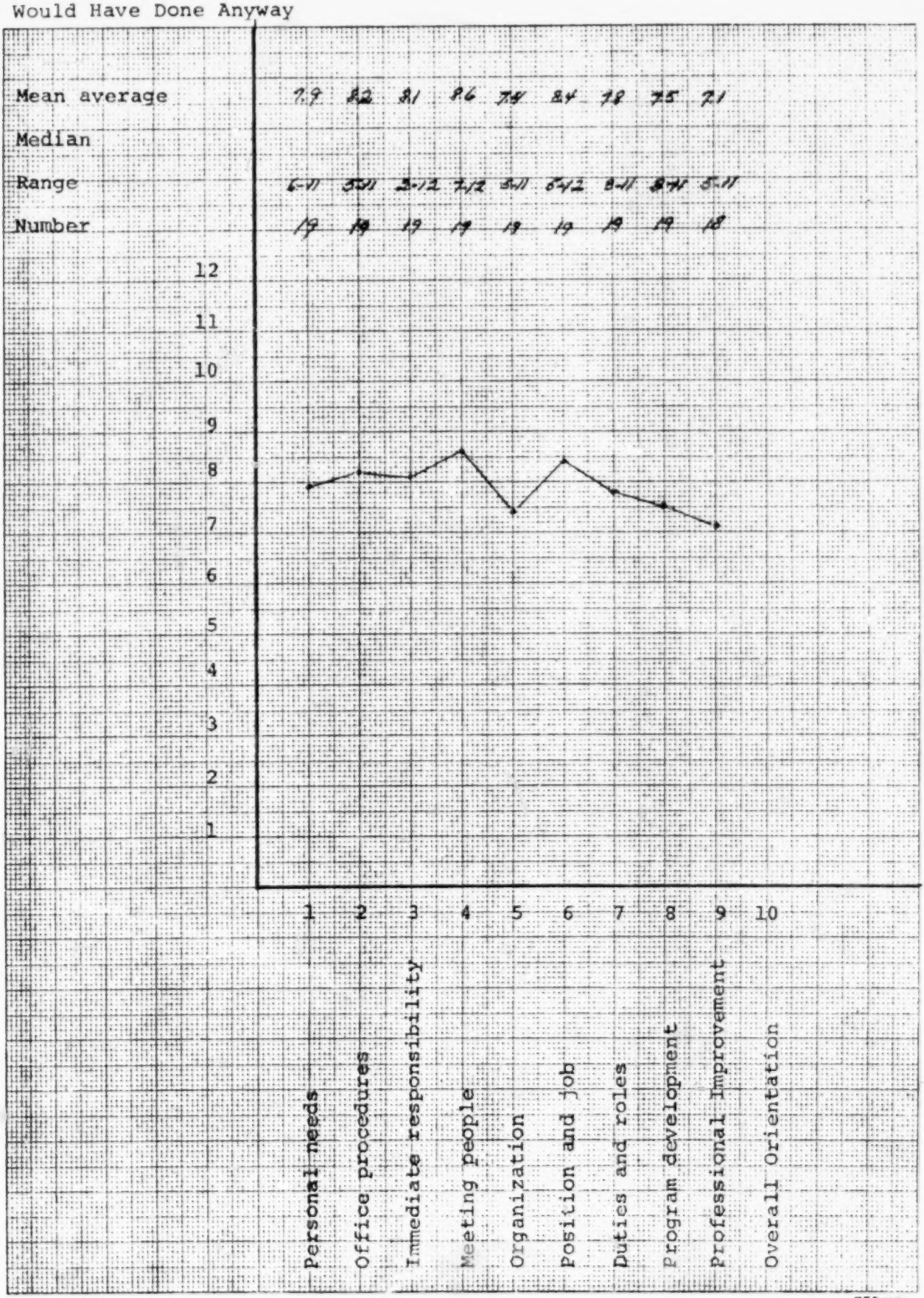


FIGURE 36

APPENDIX A6

Perceptions of supervisors at one year toward:

New Employee Satisfaction
New Employee Understanding
Relevance of the Guide
Helpfulness of the Guide
Degree the Guide was Followed
How much of the materials and activities in the Guide would have been done anyway

Perceived Satisfaction of the New Employee by the Supervisor

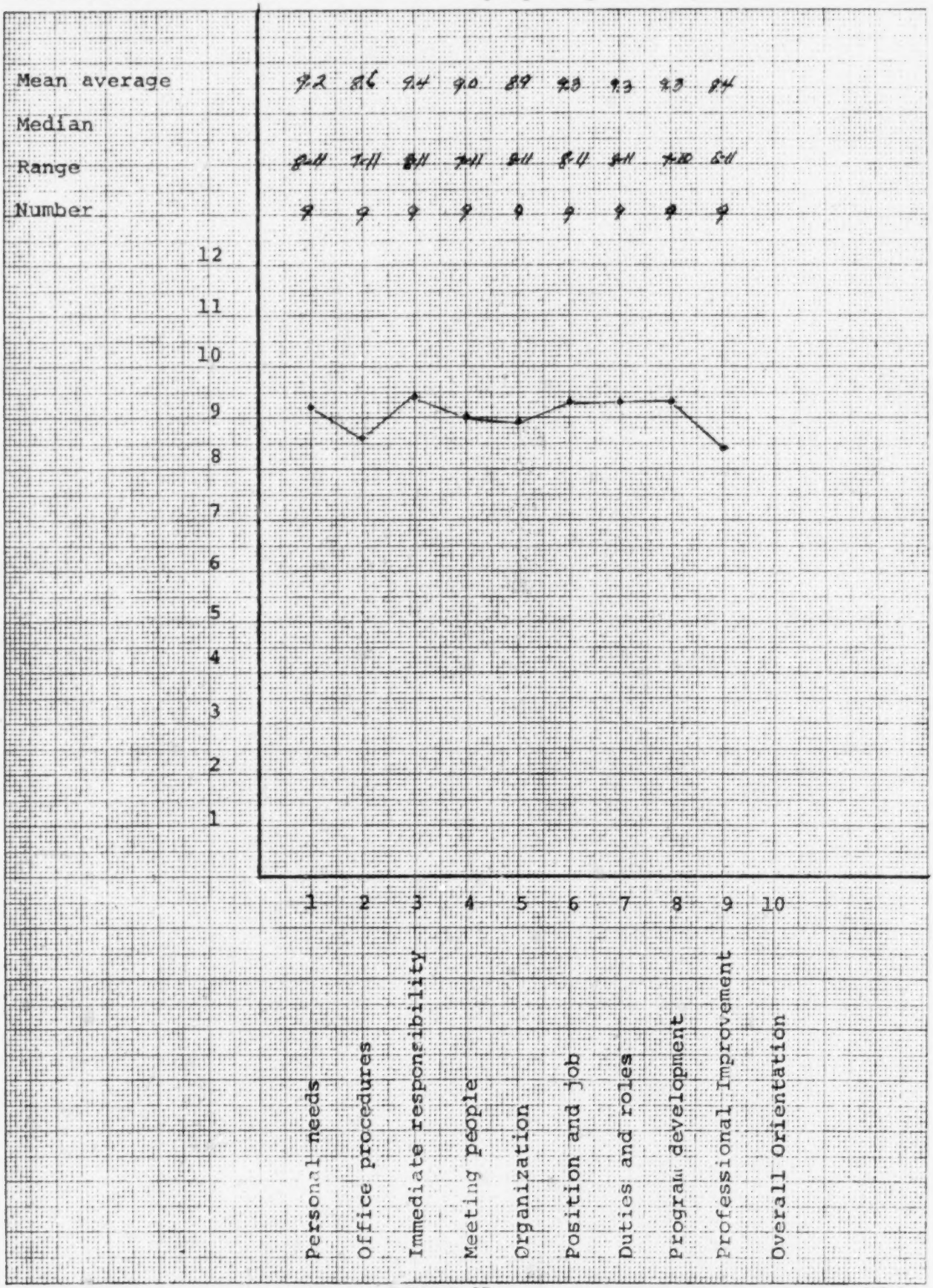


FIGURE 37

Understandings as Perceived by the Supervisor

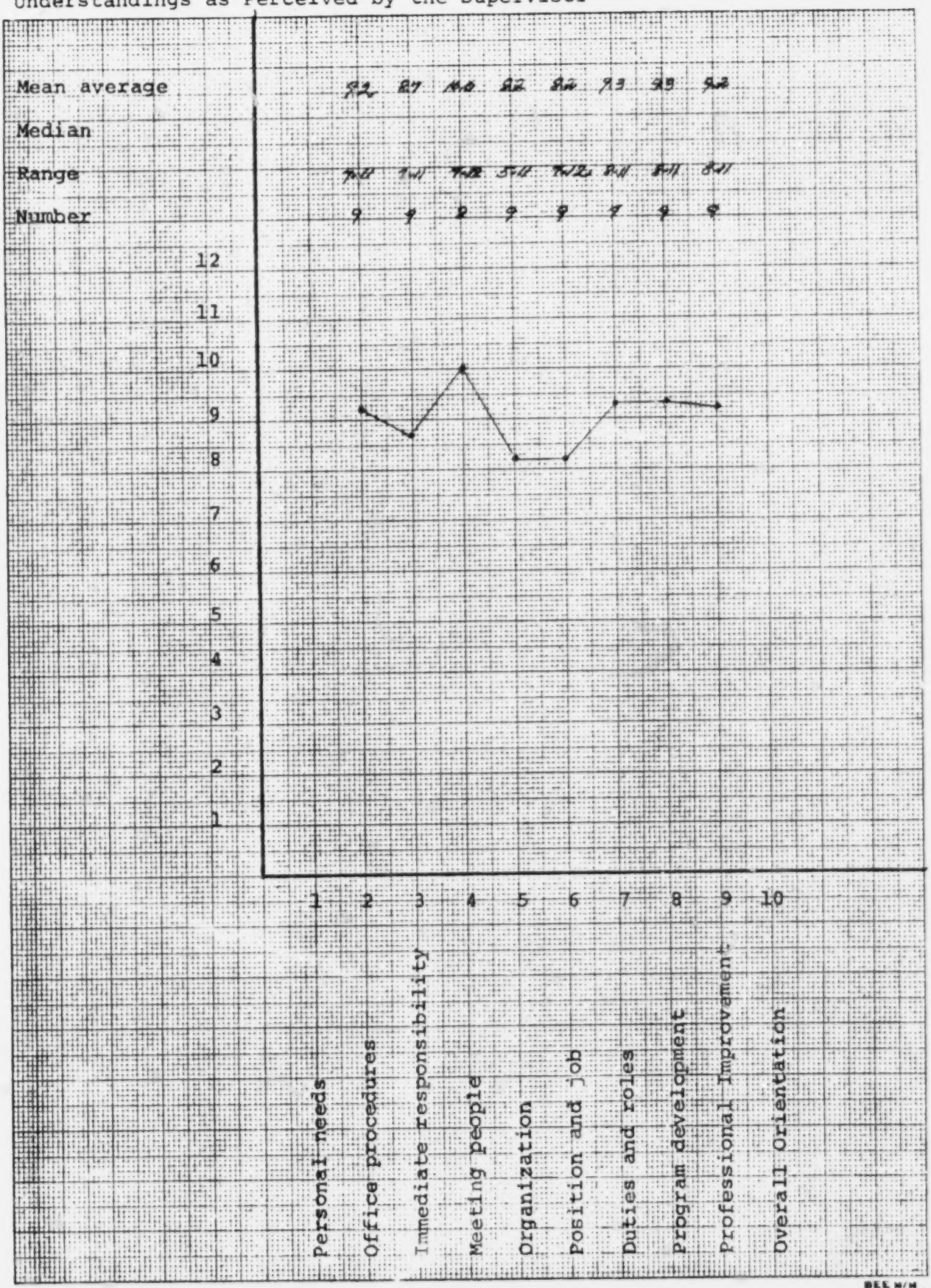


FIGURE 38

Relevancy

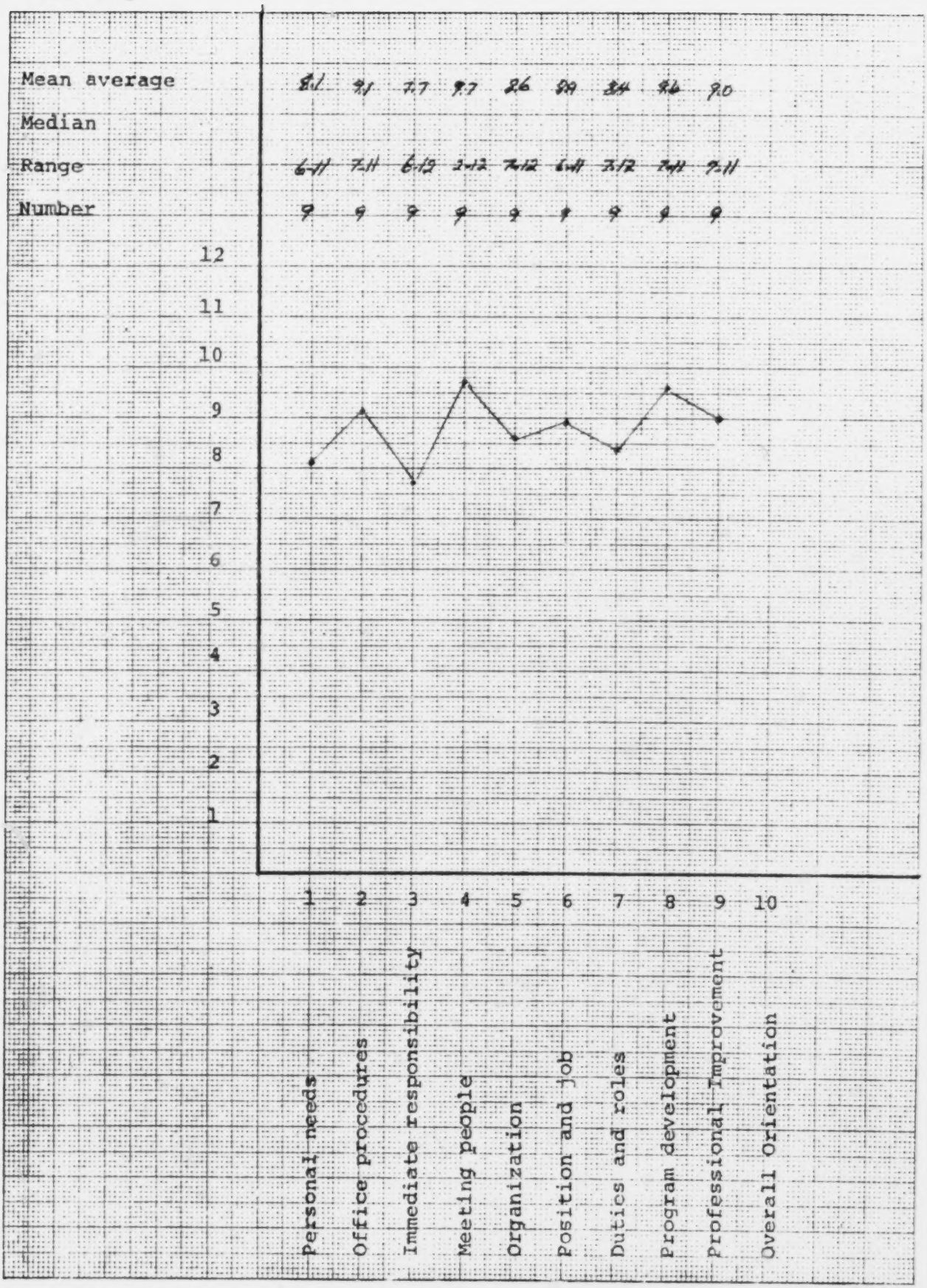


FIGURE 39

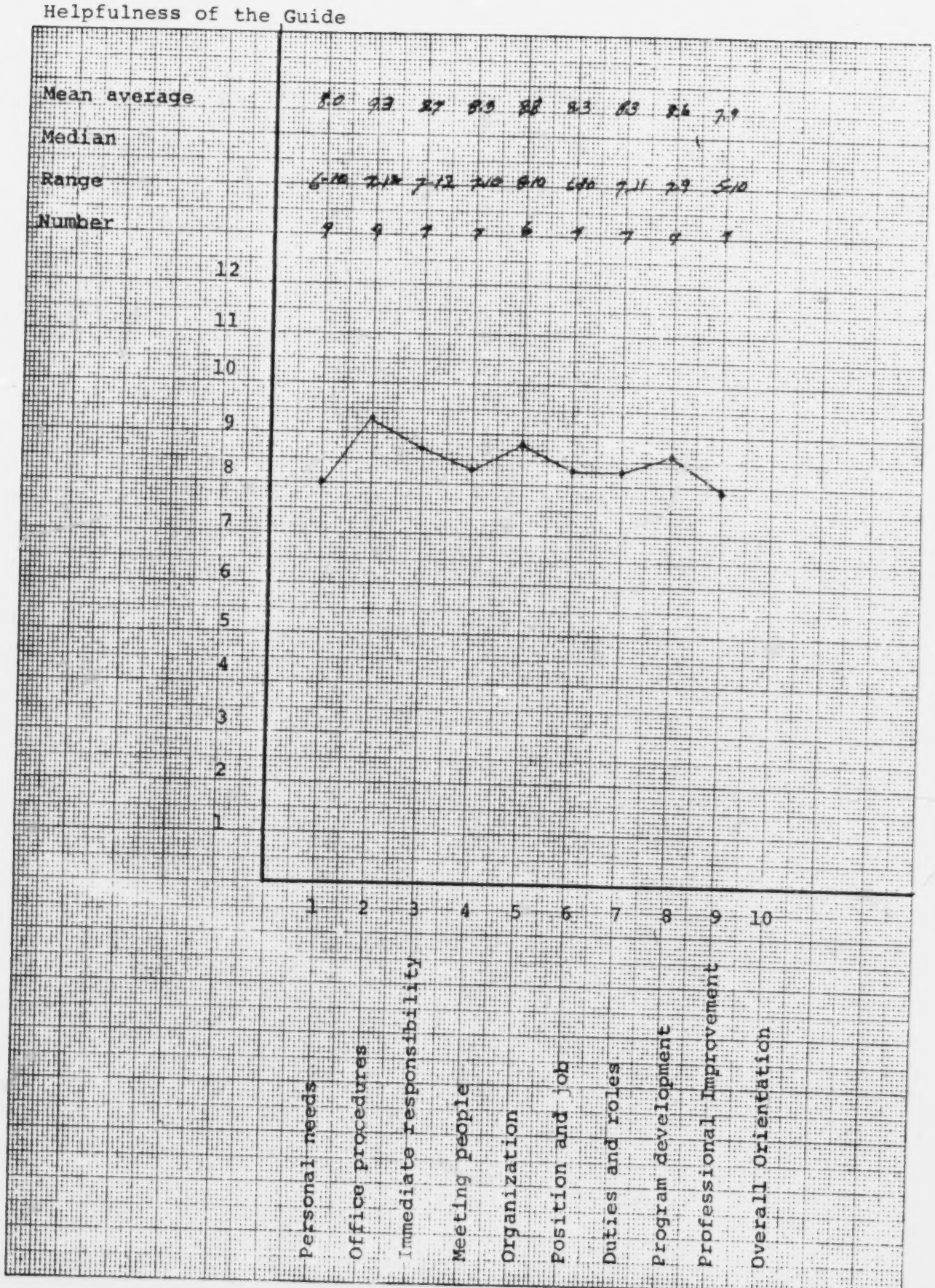

Helpfulness of the Guide
Mean average
Median
Range
Number
8.0 9.3 8.7 8.3 8.8 8.3 8.3 8.4 7.9
6-10 7-12 7-12 7-10 6-10 6-10 7-11 7-9 5-10
9 9 7 7 6 7 7 9 7
12
11
10
9
8
7
6
5
4
3
2
1
1 2 3 4 5 6 7 8 9 10
Personal needs
Office procedures
Immediate responsibility
Meeting people
Organization
Position and job
Duties and roles
Program development
Professional Improvement
Overall Orientation

FIGURE 40

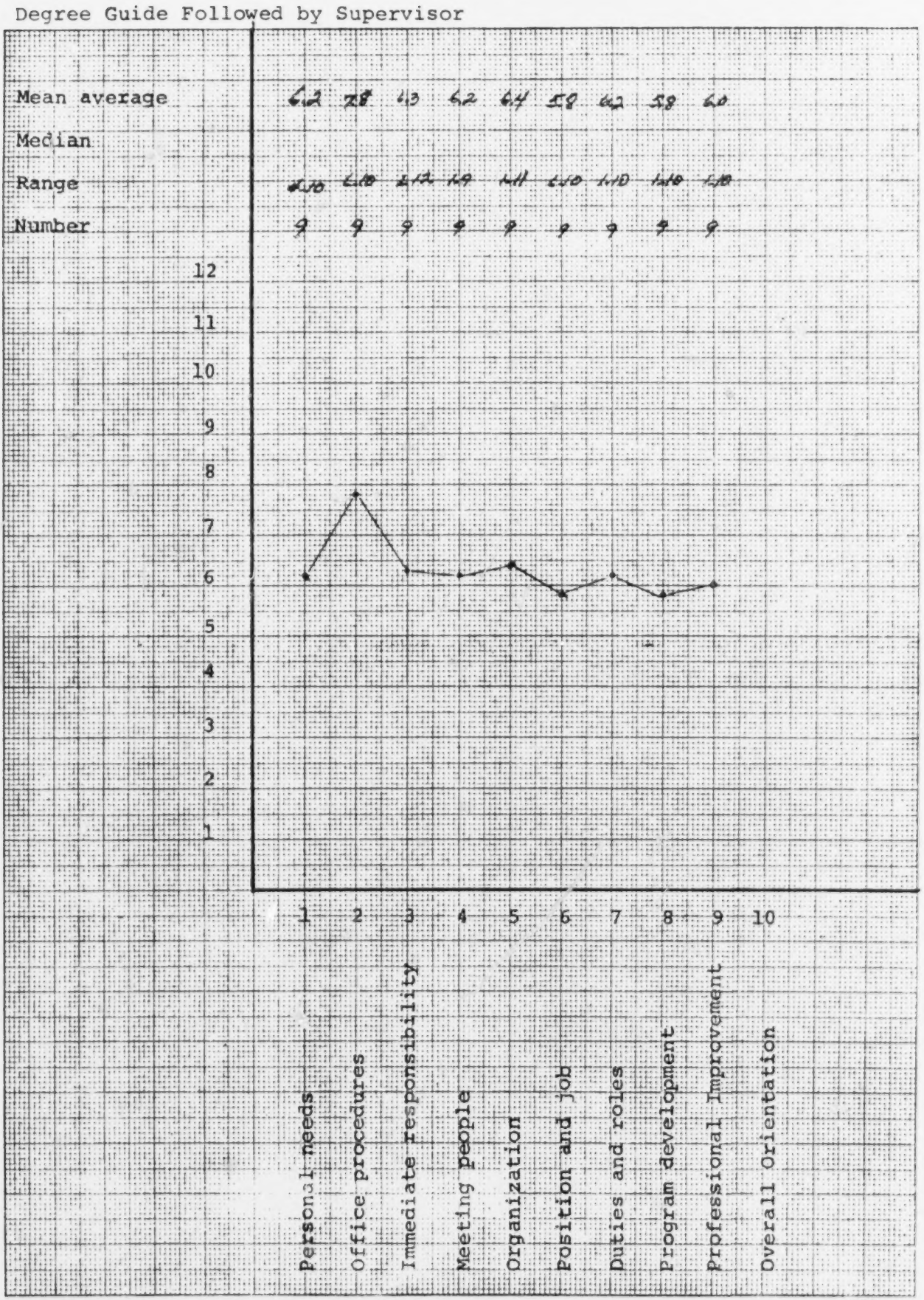

Degree Guide Followed by Supervisor
Mean average
Median
Range
Number
12
11
10
9
8
7
6
5
4
3
2
1
1
2
3
4
5
6
7
8
9
10
Personal needs
Office procedures
Immediate Responsibility
Meeting people
Organization
Position and job
Duties and roles
Program development
Professional Improvement
Overall Orientation

FIGURE 41

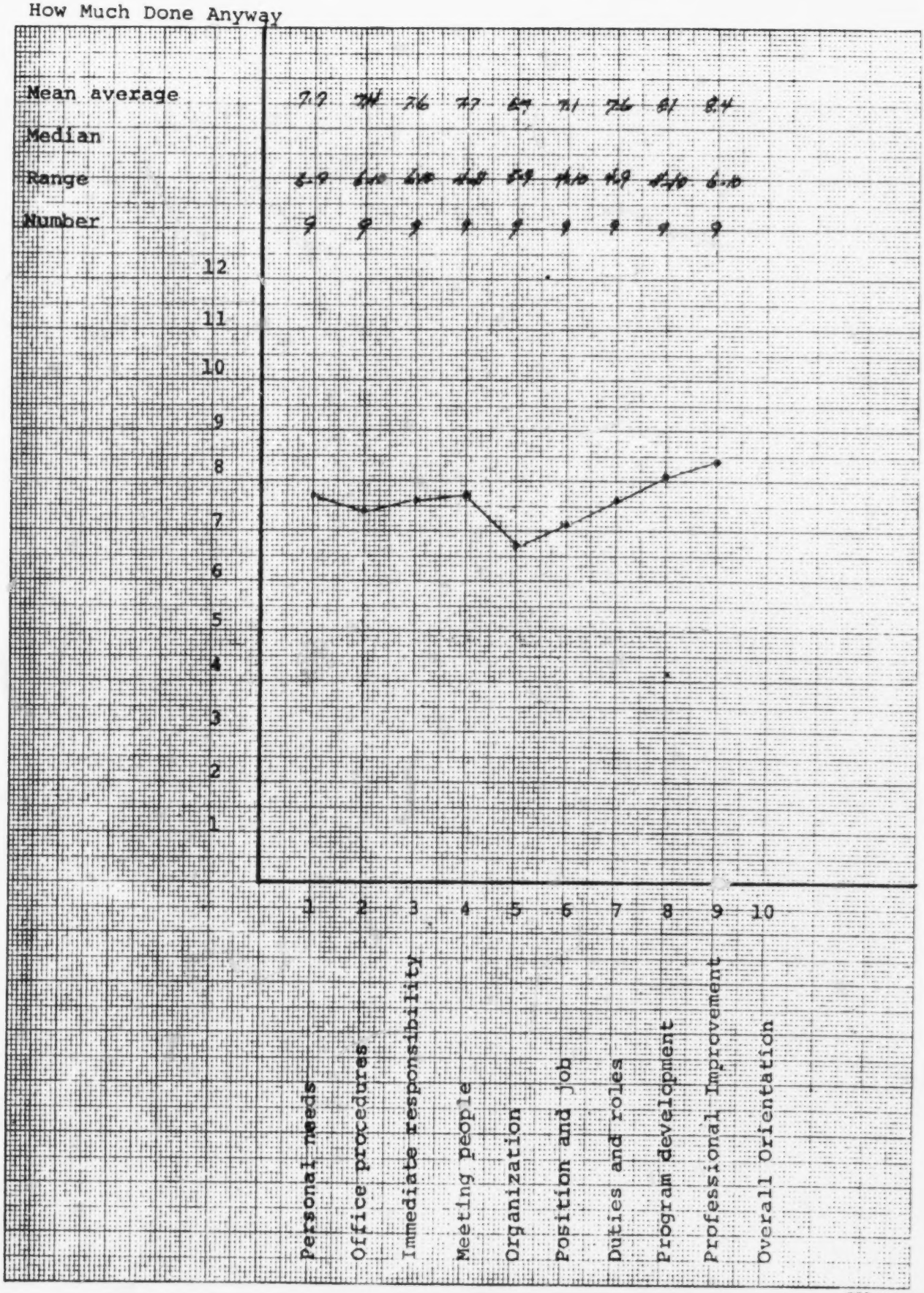

How Much Done Anyway
Mean average
Median
Range
Number
7.2 7.4 7.6 7.7 6.7 7.1 7.6 8.1 8.4
6-9 6-10 6-10 6-10 5-9 7-10 7-9 6-10 6-10
9 9 9 9 9 9 9 9 9
12
11
10
9
8
7
6
5
4
3
2
1
1 2 3 4 5 6 7 8 9 10
Personal needs
Office procedures
Immediate responsibility
Meeting people
Organization
Position and job
Duties and roles
Program development
Professional Improvement
Overall Orientation

FIGURE 42

APPENDIX B

Instruments Used In The Study

NEW WORKER ORIENTATION - SUPERVISOR'S RESPONSE

Our evaluation is of the Guide itself but in order to accomplish this evaluation we must find out how you feel about each phase and it's contents, to what degree you follow the Guide, how much the new employee has learned and how he feels about the orientation. Are there any questions before we begin?

Phase I - Personal Needs

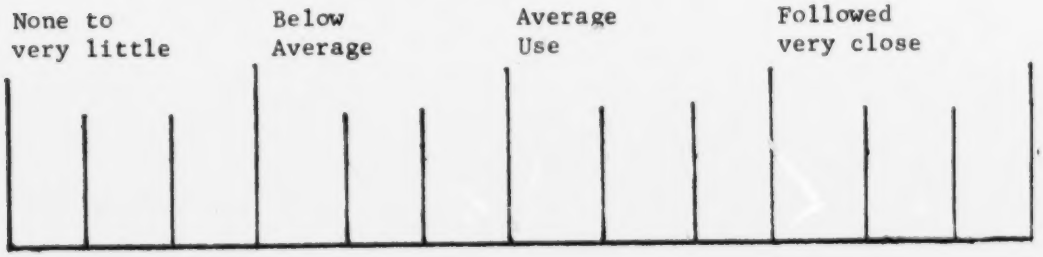
Give me your reading on how satisfied you believe the new employee is with his location and personal situation. Would you circle the appropriate point as to his satisfactions?

Don't know Low Some Average High
/1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

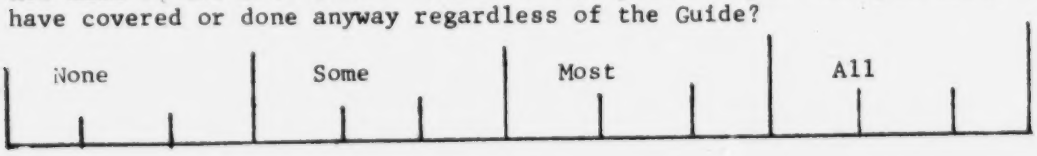
How helpful do you feel this phase of the Guide was to you in orienting the new employee?

Don't know Low Some Average High
/1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

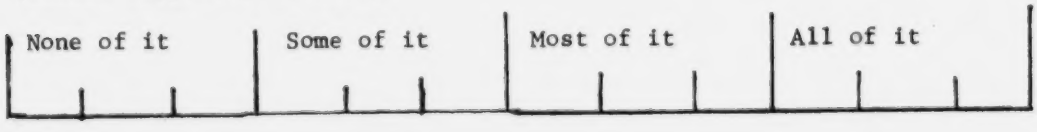
Degree Guide followed by Supervisor



How much of the material or items in this phase do you feel you would have covered or done anyway regardless of the Guide?



How much of this phase do you feel is relevant to orientation?
(Please support your mark)



Phase II - Office Procedures

Give me your reading on how satisfied you believe the new employee is with the office or organizational procedures.

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

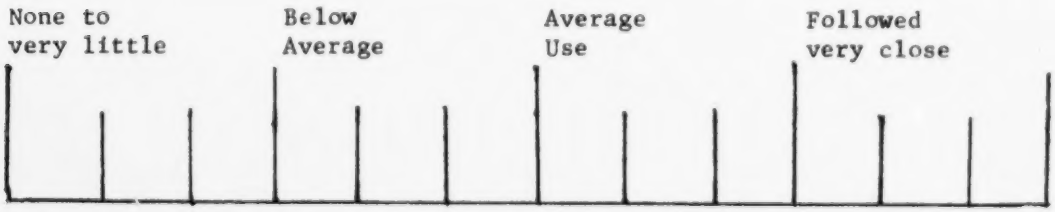
How well do you believe he understands them? Please rate in understanding.

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

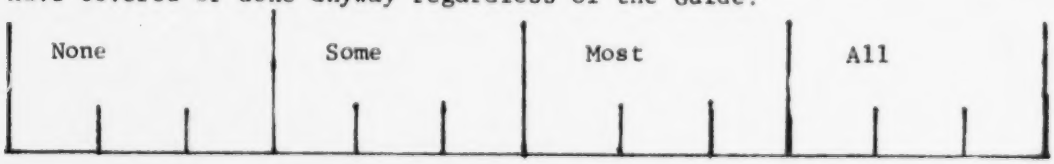
How helpful do you feel this phase of the Guide has been to you in orienting the new employee?

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

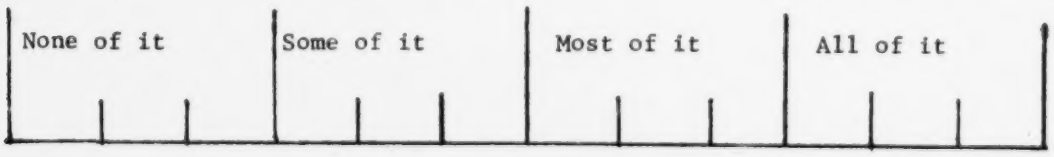
Degree Guide followed by Supervisor



How much of the material or items in this phase do you feel you would have covered or done anyway regardless of the Guide?



How much of this phase do you feel is relevant to orientation?
(Please support your mark)



Phase III - Immediate Responsibilities

Let's discuss satisfaction of the new employee toward these responsibilities. Please rate in satisfaction.

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

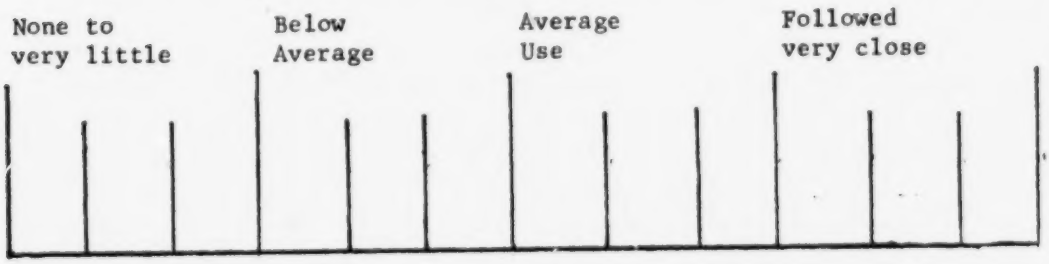
What about his understanding of what happened? Please rate understanding.

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

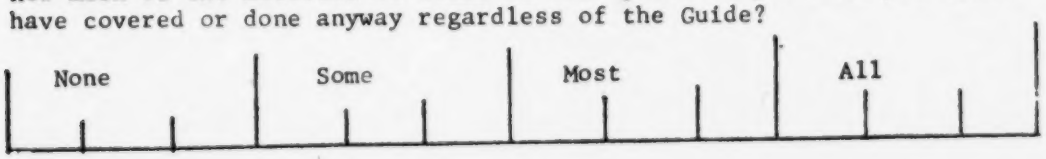
How helpful do you feel this part of the Guide has been to you in orienting the new employee?

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

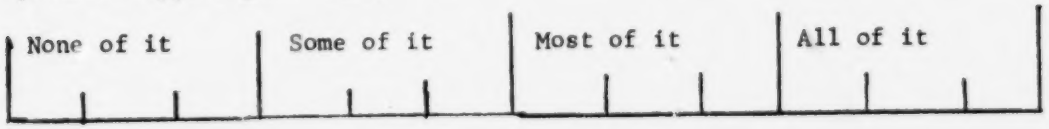
Degree Guide followed by Supervisor



How much of the material or items in this phase do you feel you would have covered or done anyway regardless of the Guide?



How much of this phase do you feel is relevant to orientation?
(Please support your mark)



Phase IV - Meeting People

Tell me about the new employee's response (satisfaction) to this part of orientation.

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

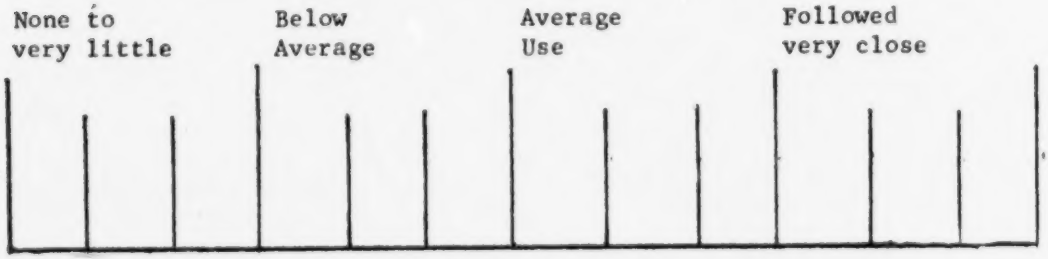
How well do you feel that he understands the importance of this phase? Please rate in understanding.

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

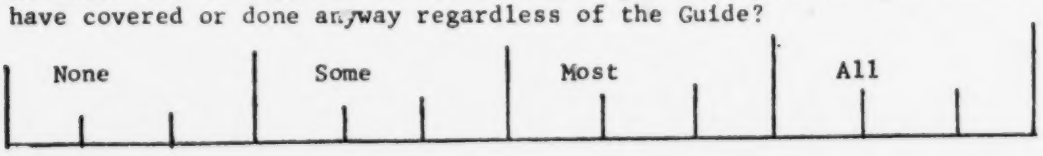
How helpful has this portion of the Guide been to you in orientation of the new employee?

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

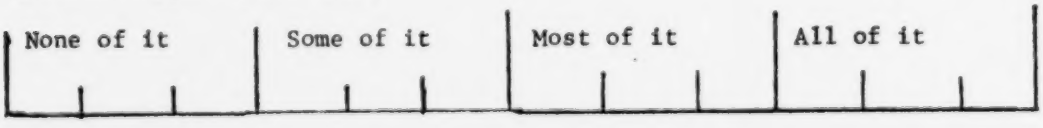
Degree Guide followed by Supervisor



How much of the material or items in this phase do you feel you would have covered or done anyway regardless of the Guide?



How much of this phase do you feel is relevant to orientation? (Please support your mark)



Phase V - Understanding the Organization

Tell me about the new employee's response (satisfaction) to this part of orientation. Please rate in response.

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

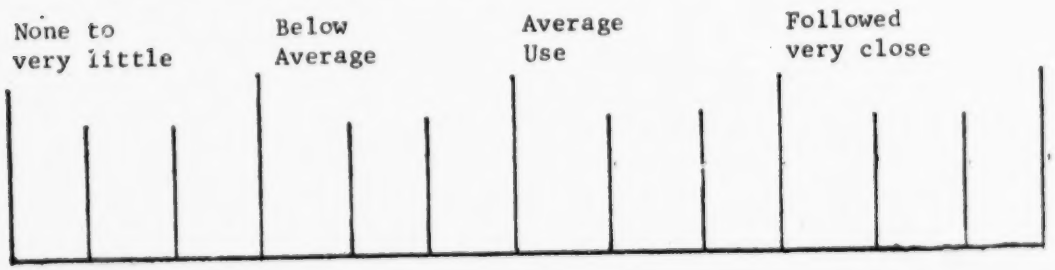
How well do you feel he understands the material in this phase? Please rate in understanding.

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

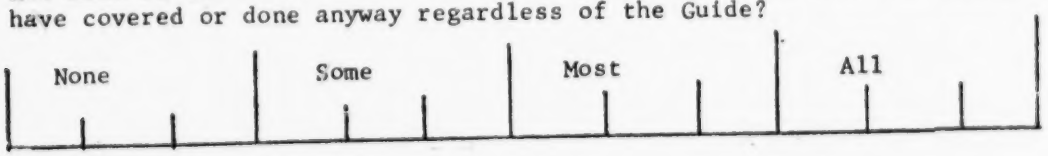
How helpful was this portion of the Guide to you in orienting the new employee?

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

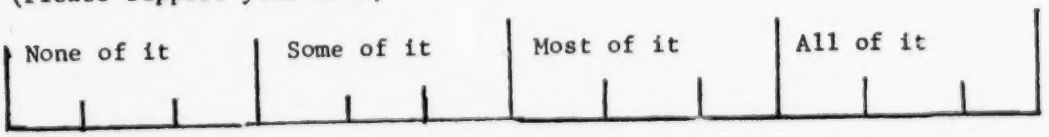
Degree Guide followed by Supervisor



How much of the material or items in this phase do you feel you would have covered or done anyway regardless of the Guide?



How much of this phase do you feel is relevant to orientation? (Please support your mark)



Phase VI - Position and Job

Tell me about the new employee's response to this part of the orientation. Please rate in response (satisfaction).

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

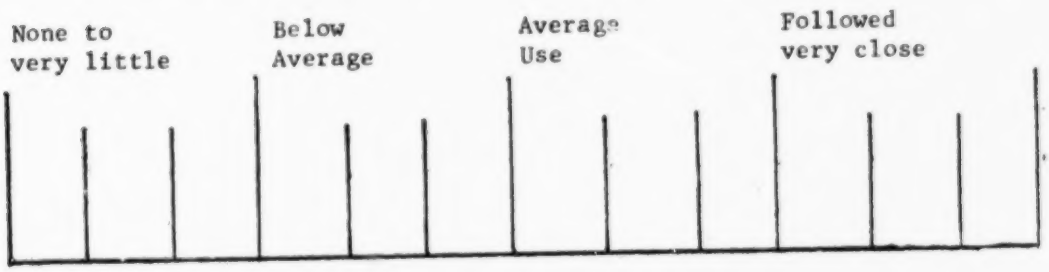
How well do you feel he understands his position and job responsibilities? Please rate in understanding.

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

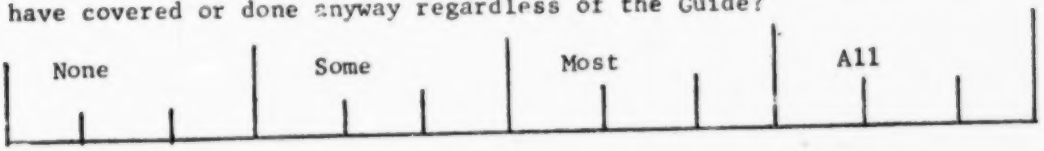
How helpful do you believe this phase of the Guide has been to you in orienting the new employee.

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

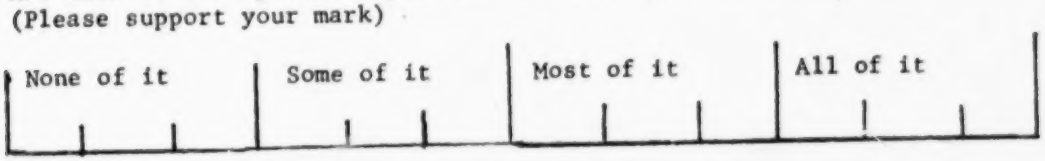
Degree Guide followed by Supervisor



How much of the material or items in this phase do you feel you would have covered or done anyway regardless of the Guide?



How much of this phase do you feel is relevant to orientation? (Please support your mark)



Phase VII - Duties and Roles

Tell me about the new employee's response to this part of orientation. Please rate in response (satisfaction).

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

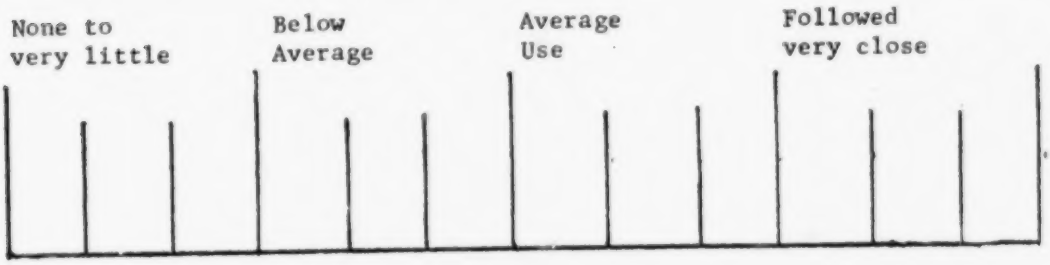
How helpful has this phase of the Guide been to you in orienting the new employee?

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

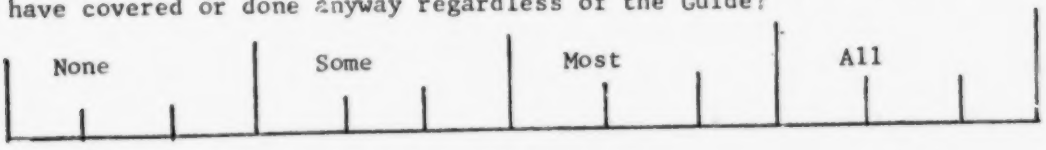
How well do you feel the new employee understands the purposes for the activities suggested in this phase? Please rate in understanding.

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

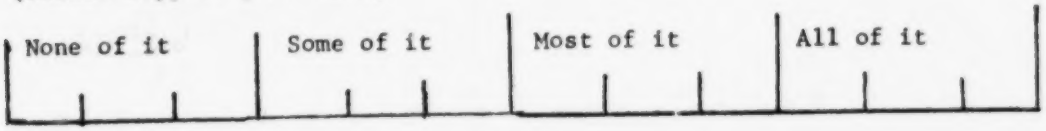
Degree Guide followed by Supervisor



How much of the material or items in this phase do you feel you would have covered or done anyway regardless of the Guide?



How much of this phase do you feel is relevant to orientation?
(Please support your mark)



Phase VIII - Program Development

How well do you feel the new employee understands each principle of program development? Please rate in understanding (each principle).

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

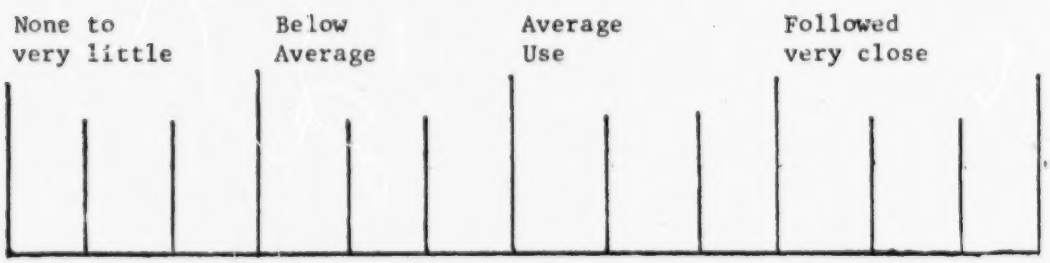
What response did you observe from the new employee to this part of orientation? Please rate in response (satisfaction).

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

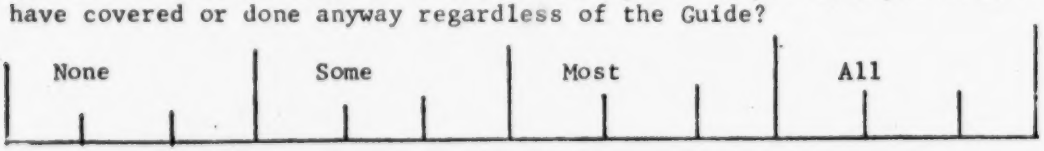
How helpful has this phase been to you in orienting the new employee in program development?

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

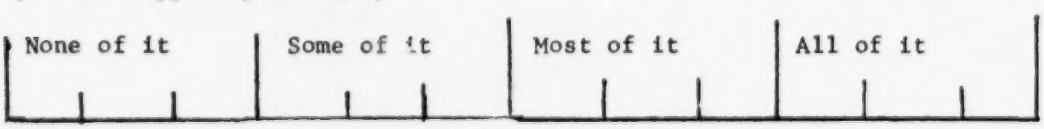
Degree Guide followed by Supervisor



How much of the material or items in this phase do you feel you would have covered or done anyway regardless of the Guide?



How much of this phase do you feel is relevant to orientation? (Please support your mark)



Phase IX - Professional Competence and Improvement Opportunities

What responses did you observe from the new employee to this part of orientation? Please rate in response (satisfaction).

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

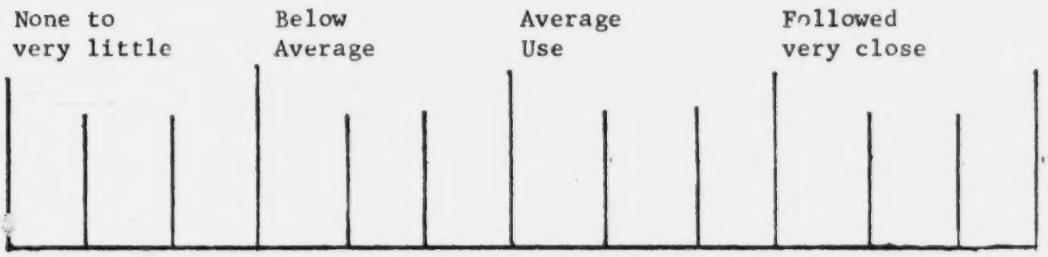
How well do you feel the new employee understands the opportunities and his responsibility to professional competence? Please rate in understanding.

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

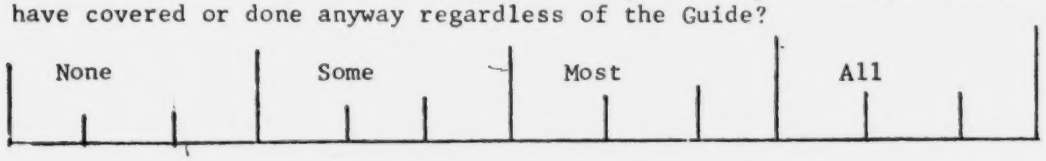
How helpful do you feel Phase IX has been to you in orienting the new employee?

Don't know Low Some Average High
/ 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

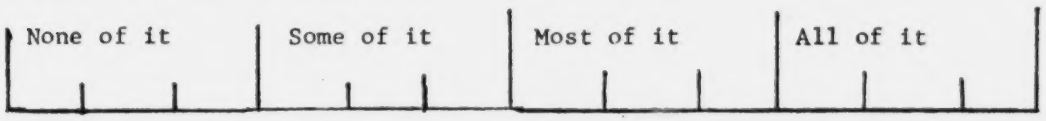
Degree Guide followed by Supervisor



How much of the material or items in this phase do you feel you would have covered or done anyway regardless of the Guide?

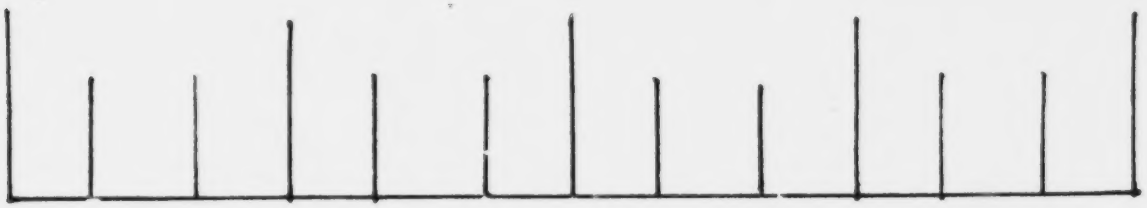


How much of this phase do you feel is relevant to orientation? (Please support your mark)



What are your feelings about the immediate supervisor having full responsibility for the orientation of the new staff member?

Definitely don't believe burden should be on the immediate supervisor	I can take it or leave it	I feel he is partially responsible but there should be more sharing of the responsibility.	I am in total agreement. The responsibility is the immediate supervisor's.

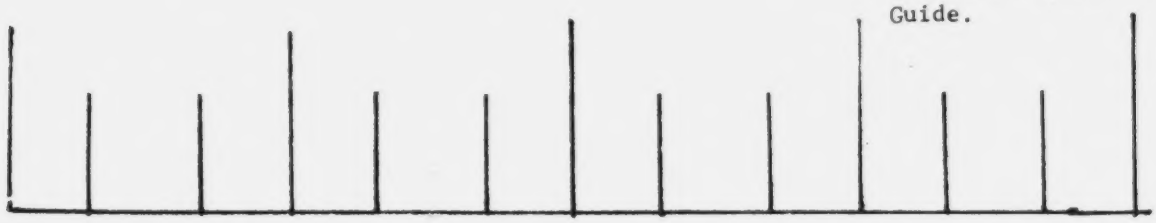


Productivity of New Employee

Looks like a dropout	Has a long way to go	Progressing on schedule	Productivity above expectations

You have worked with new staff members before. How would you compare your experience of orientation <u>using</u> the Guide to your experience of getting a new staff member started <u>without the use</u> of the Guide?

Orientation was easier and more complete w/out use of the Guide	Not much difference one way or the other	Guide provided some advantages over trying to orient w/out it	Guided process is very helpful and orientation is more complete & organized than w/out a Guide.



Supporting comments:

Organizationally, whom do you feel should get you started with the orientation procedure of your new employee and provide the direct support you need to do the job.

_____Program Leader

_____District Director

_____Assistant Director

_____Staff Training Coordinator

_____Specialists

_____Director

_____Other (specify)

Name:_____ Position:_____

Educational background:

Tenure in location_____Tenure in Extension_____

Other relevant experience:

HOW WOULD YOU RATE YOUR ORIENTATION?

This rating opinionnaire is an effort to establish some benchmarks for comparison between relatively new extension employees who have been through or partially through an orientation period without influence of a guided orientation process as related to those who will have their orientation influenced by a supervisor guided process. This opinionnaire is part of the ES funded evaluation of the newly developed orientation program using the "Supervisor's Guide for the Orientation of New Extension Employees" and is not connected with any master's or Ph.D. studies.

Would you please take a few minutes to rate your orientation and return the questionnaire to me. Base your ratings on the assistance you received in each of the question areas. (Mark an X in the appropriate space.) Please add comments to support your ratings.

1. Personal needs - How would you rate the assistance you received the first few days on the job related to getting settled i.e., housing, utilities, schools, etc.? (These are personal needs that are not directly a part of the job.)

Minimum Help	Some Help	Most Needs Taken Care of	Very Helpful

Comments:

2. Office Procedures - Would you say the help you expected in understanding office procedures and surroundings your first few weeks was:

Not Given and/or Not Helpful	Somewhat Helpful	Helpful	Extremely Helpful

Comments:

3. We have all had events that came up on us before we had time to be settled like fair, camp, workshops, would you say your preparation for these was:

Not Received or Not Helpful	Sketchy and at a Minimum	Complete & Helpful	Very Complete & Very Helpful

Comments:

4. Meeting people, clientele, co-workers, influentials and supporters is an important part of orientation. Would you say your experience and understandings in these initial meetings was:

Embarrassing & not enjoyable	Confusing & Poorly Planned	Planned and Pleasant	Extremely enjoyable & well Planned

Comments:

5. Part of orientation is of course learning about the organization we are now a part of. These things are found in textbooks about Extension, handbooks, faculty manuals, files and through discussion with other Extension personnel. How would you rate assistance to you in becoming familiar with the organization?

Little Assistance Provided	Some Assistance Given	Assistance Adequate	Assistance Extremely Complete

Comments:

6. Your position description explains the specific purposes & responsibilities for your being employed. Your job description outlines specific tasks you intend to accomplish. Rate the assistance given you in becoming familiar with your job and position.

Little Assistance & Not Helpful	Some Assistance of Some Help	Adequate Assistance & Helpful	Much Assistance & Extremely Helpful

Comments:

7. Duties are those specific chores that you inherit with the job such as field staff attending 4-H council meetings or state staff reporting program emphasis at state staff meetings. Roles are the part we play in each different teaching situation such as: giving advice, listening, counseling, questioning, etc. How would you rate your assistance to this portion of learning to be an Extension "Educator"?

Little Assistance mostly learned on my own by trial and error	Some Assistance but still had to identify my own duties & roles or ask many questions	Assistance to duties & roles was guided & I had very few problems	Assistance very complete in this area & I had no problems

Comments:

8. Program development pulls it all together into a meaningful process. The involvement of people, the educational methods meeded, the job duties and roles you must perform within the developed program, long-range planning, annual planning, Comis, problem solving and identification, working as a team. How would you rate your orientation in this most important part of extension work.

Practically non-existant	Orientation only covered orgiza-tional such as weekly Cemis reports	Some time spent on program devel. & my understanding is fair	Much emphasis placed on this area; under-standing is clear.

Comments:

9. There are many professional improvement opportunities in Extension: bookstore privileges, new worker scholarships, summer school faculty study privileges, etc. How would you rate your awareness to these opportunities.

Little Awareness to Opportunities	Some awareness but lacking	Awareness adequate	Extremely well Informed

Comments:

10. Now think back through the last nine questions and try to come up with an overall rating on your overall orientation to this point.

Very lacking	Fair but lacking	Adequate	Extremely Complete

Comments:

11. Now to aid us in areas you may feel deficient, please place a check beside those categories you feel you would like more help or training in.

_____ Organizational Philosophy

Program Area Philosophy

_____4-H

_____Human Development (except 4-H)

_____Agriculture

_____Community Development

_____ Program Development

_____ Roles and duties of Extension professionals

_____ Position and job responsibilities

_____ Office procedures

_____ Organizational procedures

_____ Subject matter (Specify) _____

_____ Communications

_____ Human behavior

_____ Adult teaching and learning

12. Who do you believe should be directly responsible for orientation training (more than one if you like)

_____ District Director

_____ Director

_____ Staff Development Coordinator

_____ County Director

_____ Department Head

_____ Other Staff Members

_____ Members from Other Staffs

_____ Specialists

_____ Assistant Director of a Specific Program Area

_____ Program Leader

Name _____

Position _____

Educational Background _____

Tenure in Location _____

Tenure in Extension _____

Other Relevant Experience _____

Understanding of Office Procedures:

Low 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12 High

Understanding of Immediate Responsibilities:

Low 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12 High

Understanding importance of Meeting People:

Low 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12 High

Understanding of the Extension organization:

Low 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12 High

Understanding of purposes for Position and Job Description:

Low 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12 High

Understanding of Duties and Roles:

Low 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12 High

Understanding of Program Development:

Low 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12 High

Awareness of opportunities and need for Professional Improvement

Low 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12 High

APPENDIX C

The Supervisors Guide for the Orientation of Extension Employees

PLEASE NOTE

This Guide is presented to _____ to use in the orientation of _____. Please feel free to use the check lists, make notes on any of the pages, and copy any parts you may feel necessary to make the orientation of the above named new staff member meaningful.

A SUPERVISOR'S GUIDE FOR THE ORIENTATION OF EXTENSION EMPLOYEES

COOPERATIVE EXTENSION SERVICE
COLORADO STATE UNIVERSITY
FORT COLLINS, COLORADO

Prepared by Clyde M. Richardson, Project Leader, Orientation Training and Melvin L. Eckard, Staff Training Officer.

November 1971
Revised April 1973

Extension employment is open to all without regard to race, creed, color, sex, or national origin.

FOREWORD

This Guide is intended to assist you as a supervisor in the Colorado Extension Service in planning and carrying out activities designed to help your subordinates adjust to their new job and become meaningfully productive as soon as possible. It is by no means complete. There are many items that you as a supervisor will probably want to modify to fit specific requirements of your planning unit.

The principles in this Guide apply as well to experienced Colorado Extension personnel transferring from one location or position to another though probably not in the same degree or nature of orientation as employees new to Cooperative Extension or personnel experienced in Extension but new to Colorado. The supervisor should feel free to change, add, or modify items and procedures outlined in this guide to fit the new individual, situation, or the staff.

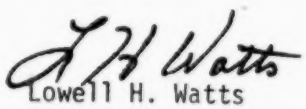
Staff members or employees referred to in this guide include field and state staff. The term supervisor refers to anyone who has a line responsibility relationship with staff members.

Though the principles outlined here also apply, the procedures for hiring and training Colorado Civil Service personnel are somewhat different. EFNEP and other Civil Service personnel supervisors will need to refer to the EFNEP Handbook or Civil Service Handbook for specifics in hiring and training to those procedures unique to that system.

It is your responsibility as a supervisor to become familiar with the entire guide and its suggested activities before the arrival of the staff member.

It is also important that the supervisor become familiar with the companion guide "A Guide to Success in Extension for New Extension Employees." (See page 3.)

Sincerely,



Lowell H. Watts
Director,
Cooperative Extension Service

TABLE OF CONTENTS

	Page
Introduction	1
Responsibility	2
What Type Orientation	2
A Guide for Success in Extension for New Extension Employees	3
The Orientation Process	3
Orientation of the New Employee Immediately Following the Signing of the Formal Contract	6
Planning the Orientation	6
Immediate Responsibilities	8
Phase I - Personal Needs	10
Phase II - Office Orientation	11
Phase III - Meeting People	12
Phase IV - The Organization	13
Phase V - Position, Job, Duties and Roles	14
Phase VI - Program Development	15
Phase VII - Professional Improvement	16
Recommended Readings	17
Potpourri	18
Reports and Records on Progress of Orientation	19
Appendix A - Supplemental Reading	20
Appendix B - Meeting and Newsletter Score Cards	26
Kit 1 - Prehiring Materials	
Kit 2 - Day of Hiring Materials	

A Supervisor's Guide
for the
Orientation of Extension Employees

Introduction

Orientation training is designed to help new employees, men and women, understand the new organization, their place in it, and the part they are expected to play in its work. Orientation training is needed, without exception, by every new person who enters an organization.

The new staff member:	When new persons start to work in an organization for the first time, they
is eager to know	are eager to know what sort of an outfit they are getting into, what they are supposed to do, whom they will work with, and the like. Their desire for knowledge
is receptive	and receptivity to training are possibly greater at this time than they may ever be again. They know they are ignorant, so to speak, and that their career depends on the acquiring of knowledge
wants to be shown	and skill. New persons feel a great need for being shown what to do and how to do it. They are likely to be more attentive, more open-minded, and more
is strongly influenced	eager than established employees. What the new man or woman learns in their earliest days in an organization most likely will remain indelibly fixed on their mind. People on the verge of retirement often refer to their first days in the organization, even after the passage of many years. These days seem to stand out clearly in their minds.

Newly employed persons want to succeed. This high motivation must be maintained while they are developing their abilities if they are to give top performance.

The first day is a red letter day for new employees. Everything that happens on this day, especially the fellow staff member's behavior they observe, affects their job attitude and their future performance. The impressions they gain of the Extension organization during their first weeks are likely to stay with them throughout their career.

The successes that they hope for and which others want them to have, are likely to come only when they:

1. Understand what is expected of them.

2. Feel that they are an important part of the Extension Service--"that they belong."

3. Feel secure in their work.

4. Receive recognition for their efforts.

When these conditions are present, new employees will utilize more fully their capabilities and strive to improve themselves in an effort to get more satisfaction from their work. The purpose of orientation-induction training is to bring about these conditions during the first year of the individual new staff member's employment.

Responsibility

Every individual in the organization, at some time, will have the opportunity to help the new person. However, the supervisor must assume full responsibility for the training of the staff. This does not mean the supervisor does all the training. The supervisor is responsible for seeing to it and providing situations in which effective training can take place. The supervisor is expected to know the individual staff member's needs and to provide opportunity for the expression of these needs so that training can be provided. Needs to be met by training may be recognized as personal and common needs of the staff.

The immediate supervisor may call upon other people in the organization as needed.

In general terms:

- Specialists can be called upon to assist new county or area staff with subject matter information and situational data.

- County or area staff may be called upon to assist new specialists in identifying areas where the specialist can be of assistance.

- Organizational kinds of questions and help in obtaining assistance from others in the organization should be directed to the appropriate district extension director, coordinator, or assistant director.

What Type Orientation?

There are several schools of thought regarding orientation training. One is the "sink or swim" school where new persons or trainees learn as best they can as time passes. Management

specialists conclude this is a crude and wasteful way to learn. A second technique is the "send them out with Joe" school. This method can be successful and is useful but can be rather "haphazard" or "piece-meal" if not planned. The third school is the "systematic" school which stresses (a) that training should be planned, scheduled and carried out systematically; (b) it should be based on needs and wants of the individual as well as demands of the position; and, (c) the best known methods of orientation should be selectively used as they apply.

The process for orientation outlined in this Guide more nearly resembles the "systematic" school which allows for selectivity in the use of methods, timing and identification of needs as determined by the supervisor, his staff and the new staff member.

A Guide for Success in Extension for New Extension Employees

"A Guide for Success in Extension for New Extension Employees" is to be presented to the new employee (new to the Extension Service, Colorado, both or, if desired, the transfer reporting to a new position in Colorado) as soon as possible. (The first day on the job or even before.) This guide is designed with the same checklists as provided in the "Supervisor's Guide" as well as many of the suggested activities.

When using the two guides together in orientation, the "Supervisor's Guide" becomes an aid for prompting a keen alertness to the new person's needs by the supervisor, and the "Guide to Success" provides clues to the new employee for questions that will need answers. Two-way communication is a key to orientation and necessary if the new person is going to interpret the surrounding and situation accurately and adapt to them in the most positive manner to be of use to the goals and objectives of the Extension organization. As mentioned in the introduction, it would be wise for the supervisor to become familiar with the contents of the "Guide to Success" as well as the "Supervisor's Guide" before the new staff member arrives.

The Orientation Process

The broad objectives for the orientation process are listed in a possible chronological order. However, this listing is for clarity only, because, realistically, it is not possible to satisfy each objective in this kind of order. Timeliness of new information is of utmost importance when providing help for a new person. When new workers have an expense account to be filled out, or when the first weekly CEMIS Activity Report is due, is the time that they are receptive and will remember the information provided. Irritation or dissatisfaction will probably develop if timely information is not provided. Conversely,

boredom could result when information is provided too soon (before the new worker recognizes a need for help).

The following objectives will be expanded in the sections of the guide that follow.

Phase I. Objective: To assist the new staff member with immediate personal needs.

Phase II. Objective: To assist the new staff member in becoming familiar with office and organizational procedures.

Phase III. Objective: To assist the new staff member in starting the process of meeting people.

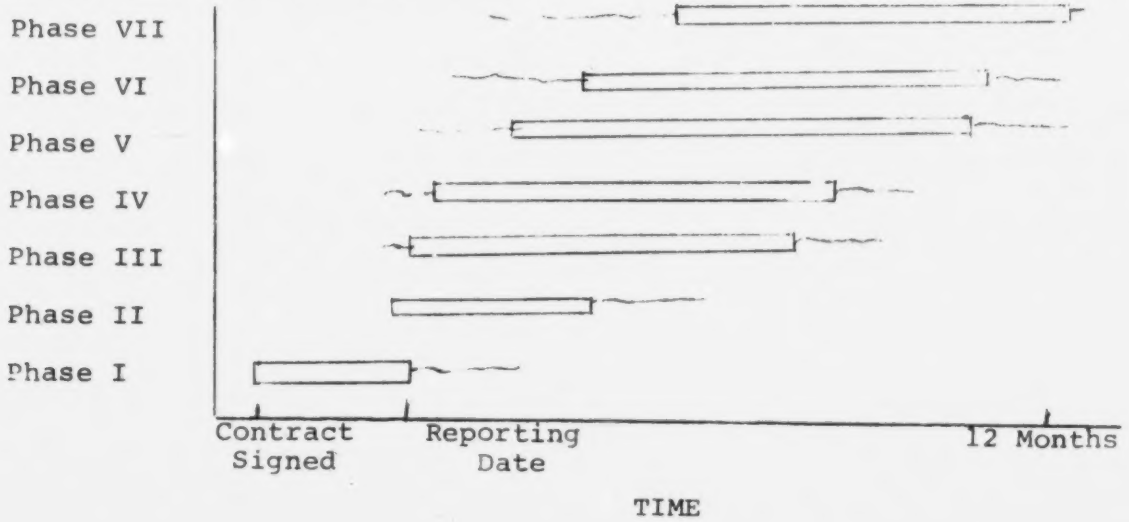
Phase IV. Objective: To assist the new staff member in becoming familiar with the Extension organization.

Phase V. Objective: To assist the new staff member in developing an understanding of the trainee's position, and the defining of the individual's job responsibilities, duties and roles that best suit the Extension organization, position, job and the new staff member.

Phase VI. Objective: To assist the new staff member in understanding the program development process.

Phase VII. Objective: To assist the new staff member in becoming aware of professional competence and continuous professional improvement opportunities.

It will not be possible to complete a phase before leading the new person into the next phase or next several phases. The diagram that follows may help the supervisor understand the somewhat artificialness imposed by using "phases" to identify various areas of training help needed.



Comments:

The role of the supervisor in orienting a new staff member becomes increasingly complex, at least until the new person learns the ropes and becomes knowledgeful and self-directing. The first two phases suggest activities and information that are more specific, less open to interpretation and are necessary for every staff member. These should probably be covered within the first two weeks on the job. The supervisor will want to be continually conscious of the necessity to identify information needs of the new staff member and provide the material in a timely manner. This will require a conscious effort to maintain communication at a helpful level.

To avoid repetition and boredom in this part of the orientation the supervisor or a designated staff member will need to find out what the new staff member already knows or needs and wants to know. The supervisor may want to use campus personnel records as a beginning to understanding the new employee. Even so, consultation with the new person will be required as soon as possible.

In reality orientation starts when the potential employee first makes formal application for the position. Kit One in the Appendix contains the materials provided potential applicants when inquiry is first made. This first contact may be the result of a posted position announcement or personal inquiry. The amount and helpfulness of orientation at this point will depend on the applicant's "desire to know" and the individual's personal situation related to the application process.

Additional communication takes place during the hiring procedure. However, the amount of actual job orientation varies with the individual applicant and the hiring situation. In general, the following areas are discussed during the hiring process prior to the signing of the contract.

Personal

1. Housing possibilities
2. Recreation possibilities
3. Cost of living
4. Schools
5. TV reception
6. Child care

Organizational

1. The specific job responsibilities

    a. Scope, including physical and educational area
    b. Personal philosophies about the job (Extension) from the district agent and agent in charge, or department head and program coordinator or administrator.

2. Fiscal

    a. Specific salary
    b. Mileage and expense allotments (general)
    c. Employee benefits (general)

3. Visit to the job site.

   a. Office orientation
   b. Orientation of the town and surrounding office facilities (brief)
   c. Meeting of commissioners
   d. Meeting of secretaries and others available at the time within the office facility

Planning the Orientation

Up to this point in the process of hiring, the new staff member has only been a potential for a position. Upon acceptance of the position, the applicant becomes a member of a staff with a supervisor responsible for orientation training. As pointed out earlier in this Guide, this is not to say the supervisor will do all the training but the supervisor will do some of the training and delegate some to specialists, extension coordinators, administrators, and staff.

New staff members are individuals, differing in their dependencies on others for satisfying needs and wants, previous knowledge of Extension and eagerness to learn. Counseling may not always be possible before orientation especially in regard to personal needs the first few days of employment. The supervisor may have a responsibility for anticipating possible needs and wants based on previous meetings, employee records, etc. Counseling should begin as soon as possible and be maintained on a weekly schedule if feasible to the supervisor, the staff and the new member.

The supervisor, knowing about the arrival of a new employee on the staff, can now begin to develop a plan for orientation. The broad objectives (phases) are suggested for the supervisor to use in orienting the new person. Listed under these phases are possible information needs which the supervisor may want to consider in counseling with the new staff member.

Orientation of the New Employee Immediately Following the Signing of the Formal Contract

An orientation takes place following contract signing. Because of time availability and magnitude of the material, the orientation is brief, rapid, and to a degree, overwhelming. This means that this part of the orientation material, though given and explained to the new person, is probably not clearly understood and will need to be discussed again.

The information presented at the "contract signing Orientation" is available for your review in Kit Two in the Appendix. Review of this information is suggested in the Phase V Check List. The topics discussed are:

1. Contract signed by employee with State Board of Agriculture. (Copy is returned to employee after appointment is approved by State Board.)

2. Membership in the U. S. Civil Service Retirement System. (Circular and Certificate included)

3. Federal Employees Health Benefits Program. (Three circulars included) After enrollment the company sends an identification card and claim forms directly to employee.

4. University sponsored $20,000 (minimum) Group Life Insurance Benefit. (Brochure, Certificate, and Enrollment Card included)

5. Federal Employees Group Life Insurance. (Brochure and Certificates included)

6. $100,000 University Travel Insurance Benefit. (Card included)

7. Workmen's Compensation for Federal Employees. (Pamphlet included)

8. Faculty and Staff Manual. (Manual not included--mailed under separate cover)

9. Federal Penalty Mailing Privilege brochure. (Manual not included--mailed under separate cover)

10. Identification cards issued.
    a. U. S. Department of Agriculture
    b. Civil Defense (Issued only to Agent in Charge and appropriate specialists)
    c. Faculty Identification Card
    d. Employee Identification Card

11. Patent Policy. (Signed by employee, retained on campus)

12. Loyalty Oath. (Signed by employee, retained on campus)

13. Letters sent to new employee confirming salary, leave, and a letter from the Director explaining probationary period, if applicable.

Immediate Responsibilities

New people want and need meaningful responsibilities. They also need and want continuous guidance to ward off the confusing and misleading situations that can leave negative lasting impressions. It seems best to start the new persons out with one, two, or three specific assignments that seem to be within their knowledge, interest, and capability. Above all, avoid the "sink or swin" technique of orientation. Provide meaning ful and significant tasks to be accomplished that are a part of the overall program. Give the new person the responsibility and authority to carry out the task after sufficient counsel and guidance. Many new employees relate that they began work one day, found themselves at 4-H camp the next, and have not slowed down enough since to really find out what this new organization and job is all about.

Immediate Responsibility Form (See following page)

This suggested form allows for recording the identification of an event or events, identification of specific assignments, dates, times, and details of the responsibility. Being specific about the assignment and identifying a minimum number of assignments should help avoid confusion and develop a feeling of responsibility. Provide ample opportunity for participation and discussion with the new person. The "immediate responsibility" process should be repeared until the new employee becomes self-directed. The supervisor may want to use the form in planning assignments related to activities suggested in the following pages. This method has been used and found to be helpful.

"Follow up" counseling will be appropriate following each event. The following questions may be helpful in these conversations.

1. How did you get along?
2. How could we improve this activity?
3. What programs did you run into that we should have discussed?
4. What questions do you have related to your responsibility, the activity, purposes, etc?

Date _____

Immediate Responsibility Outline

(Duplicate additional copies as needed)

Event or program _____

_____

_____

Assignments for new employee _____

_____

_____

Assigned by _____

Time and Dates		Assignment Details
Planned	Completed	

THE ORIENTATION PROCESS

Phase I. Objective: To assist the new staff member with immediate personal needs.

A multitude of personal needs and arrangements (many unidentifiable before hand) must be satisfied before the new staff member will be ready and able to give serious attention to the job. A supervisor or other staff member can and should assist with the many arrangements which must be made and problems attended to when moving into a new community. These arrangements are normally made between the time the new person is formally hired and the first day or two on the job.

The supervisor must use his own judgment in determining how far he should go in assisting the new person in making the move and getting settled. It should be kept in mind that the ease with which the new person (and family) become somewhat comfortable in their new surroundings and the quicker a feeling of security takes place, the sooner the new staff member will be ready to tackle the new job.

Materials Available for the Supervisor

Personal Needs Check List (See following page)

This check list is included as a reminder about the importance of the first reception and its relation to future attitude and performance.

PERSONAL NEEDS CHECK LIST

(For Supervisor's Use)

Date discussed or completed

1. New staff member's travel and arrival plans

_____ Sufficient communication so that both parties are informed about travel plans, moving arrangements and arrival schedule.

_____ Temporary or permanent housing available upon arrival.

_____ Arrangements for those "niceties" that will make the new person (and family) feel welcome

_____ First meal

_____ Meeting upon arrival

_____ Transportation (if needed)

_____ An attitude that says "we are happy to have you here"

_____ Other (identify)

_____ Other (identify)

2. Permanent housing and associated arrangements

_____ Assistance in locating suitable facilities

_____ Utilities

_____ Telephone, mail, TV hookup (cable), etc.

_____ Newspaper

_____ Assistance with "moving in"

_____ Other (identify)

_____ Extension paid moving expenses

3. _____ Arrangements for local publicity (notification of newspapers, radio stations and TV stations about arrival)

4. Tour of area (employee and family) designed to point out:

   _____ Local churches, schools, stores, and public facilities

   _____ Historical points of interest, homes of associates, homes of local officials, etc.

   _____ Other (identify)

5. _____ Introductions (staff member and family) as needed and appropriate in view of situation.

6. Continuous attention to identify unexpected needs such as:

   _____ Financial assistance

   _____ School information

   _____ Child care

   _____ Other (list)

7. _____ Details related to starting work--where and when to report and other details

8. _____ Prepare new staff members office, making sure it is cleared, equipped and ready for occupancy

9. _____ Arrange for new staff member (and family) to meet work associates and families as soon as possible

10. _____ Other (identify)

Phase II. Objective: To assist the new staff member in becoming familiar with office and organizational procedures.

Office and/or organizational procedures are unique to every office and organization. All employees must eventually learn the "system," therefore, immediate orientation to procedures will speed up the adjustment to the job, avoid embarrassment, and make the new person more comfortable in the job. More time and attention to this phase of the orientation will be necessary if the new person is completely new to Extension, has never had a professional position or has never worked as a part of an office team.

Materials Available for the Supervisor

Office Procedures Check List (See following page)

The supervisor may want to use the Check List one of two different ways or possibly in a combination of ways. It may be used by the supervisor as a reminder of items to be discussed with the new person. The supervisor, however, may desire to give the Check List to the new staff member with the suggestion that the new person discuss the items with secretaries and others in the office. If the second alternative is chosen, no doubt the supervisor will want to double check with the new person to determine what areas have and have not been covered to the new employee's satisfaction. The supervisor may desire to keep a Check List along with the new staff member for a personal record.

ORGANIZATIONAL AND OFFICE PROCEDURES CHECK LIST

(This list is general in nature and will require greater specificity to fit a specific position; some items may not apply.) Be sure to explain who is responsible for what, where applicable, to avoid as much embarrassment as possible.

Date discussed or completed

_____ 1. Review of orientation program (what's going to happen during the orientation period).

_____ 2. Working hours.

_____ 3. Parking arrangements.

_____ 4. Keys for and general information about building, office, restrooms, storerooms, janitorial services, etc.

_____ 5. Coffee and refreshment arrangements.

_____ 6. Telephone procedures, placing long distance calls, Denver line, credit cards, etc.

_____ 7. Handling incoming and outgoing mail (times, procedures, who, where).

_____ 8. Special funds (coffee, flower, courtesy, petty cash, etc.).

_____ 9. Staff meetings (dates, times, location, responsibilities).

_____ 10. Penalty mail requirements and responsibilities.

_____ 11. Secretarial responsibilities and procedures (preparing letters, filing, work priorities, etc.)

_____ 12. Interoffice communication (routing mail, keeping supervisor informed, keeping office informed about schedules and location, teamwork).

_____ 13. Office budget and travel allotments.

_____ 14. Salary procedures (salary increases, performance evaluation, job counseling, professional improvement opportunities).

_____ 15. Special procedures.

_____ Probationary period

_____ Requests for leave (Official, Annual, and Sick)

_____ Tenure policy

_____ Travel approval

_____ Monthly itinerary

_____ CEMIS Activity Reports

_____ Plan of Work

_____ Narrative reports

_____ Field reports

_____ Specialist requests

_____ Expense account

_____ Ordering audiovisual aid equipment and other materials and equipment

_____ Obtaining and using state cars (state staff only)

_____ Other reports and procedures _____

_____

_____

_____ 16. Purchasing supplies and materials.

_____ 17. Office privileges and/or policy.

_____ Beauty shop, dentist, doctor, barber, etc.

_____ Personal errands

_____ Use of sick leave and annual leave

_____ Compensatory time (as a result of night work or weekend work)

_____ Outside personal activities (moonlighting, public behavior, community involvement)

_____ Official holidays

_____ 18. Filing system.

_____ Explanation of office system

_____ Suggestions and help in developing a personal system

_____ Review of Filing Manual

_____ A "spring housecleaning" may be in order

_____ 19. Explanation and use of available office and audiovisual equipment.

_____ 20. Office, building, grounds and area tour (should include areas significant to the new employee and the Extension office, with as many introductions as possible)

_____ 21. Mailing lists.

_____ 22. Other (identify)

Phase III. Objective: To assist the new staff member in starting the process of meeting people.

The job success hoped for by all new staff members may well depend upon the speed and degree to which they get acquainted with those "others" who are key to their job. Two steps are necessary:

- identification of "key people as determined by the job responsibilities and the situation; and,
- a systematic attempt by the new person to meet the people identified as "key."

Assistance to the new staff member will vary according to the individual's dependency on others for introductions. The supervisor can assist by:

1. Providing the new person with prepared lists of people to be met.
2. Helping the new staff member establish priorities (meeting everyone will require a great deal of time).
3. Going with and introducing the new person to individuals, at least in the beginning. (Supervisor or designated staff member)
4. Consultation with the new person from time to time related to their progress in making the agreed upon first contacts.

Meeting people is a continuous, and for the most part, natural process throughout the orientation period and those met will not be limited to the lists prepared at the outset. It will help the new staff member if a list of people met is kept. Such a list may be a future aid in remenbering names of clientele and potential clientele.

Materials Available for the Supervisor

On the page that follows you will find two outlines that identify categories of people that may be key for a new employee. These may be used as guides in identifying specific individuals for the new person to meet and in developing check sheets. There are separate outlines for campus personnel and county or area personnel. The supervisor may wish to keep a duplicate list of people that can be kept current as the new employee proceeds with the "getting acquainted" process.

An Outline for Getting Acquainted With People Who Are Key

The following outline is intended as a guide for the development of a check sheet containing the names of people to be met by the new staff member. The resulting listings of people should include the name, why important to Extension, and a space to indicate the date they are met.

Area or County Personnel

1. Elected officials (Legislators, Commissioners, Mayors, City Councilmen, Assessors, Sheriffs, School Board Members, etc.).
2. Advisory Committee Members (CSU Council Members, Resource Development Groups, Commodity Organizations, Youth Council Representatives, Extension Homemakers Organization, etc.).
3. Chamber of Commerce (Officers and Manager).
4. Government Agency Representatives.
5. CSU and Extension Personnel (Specialists, Program Leaders, Administrative Officials, Other Faculty).
6. Church Groups, Service Clubs and Community Action Groups (Officers and Leaders).
7. Extension Program Officers and/or Leaders not included in above.
8. Other.

Campus Personnel

1. Campus Extension Personnel (Director, Assistant Directors, Program Leaders, District Agents, Specialists).
2. CSU Faculty (Deans, Department Heads, Key Faculty).
3. Physical plant staff (motor pool, etc.)
4. Advisory Committee Officers
5. Field Staff (Contact Agents, Area or County Specialists, Agent Association Officer, Sub-district Officers, etc.)
6. Other

Phase IV. Objective: To assist the new staff member in becoming familiar with the Extension organization.

It is not realistic to expect a new person to understand or know all that is presented and discussed in Phase IV. It is possible however, to introduce many ideas that will prompt the individual to ask questions and seek additional information when needed concerning the organization, you and your staff's philosophies in connection with the various facets of the organization.

Materials Available for the Supervisor

Organization Information Check List (See following page) (Reference materials are identified with Check List items.)

Completion of this Check List will require a great deal of time in reading and discussion. This should be recognized and planned for in the activity calendar of both the new staff member and the supervisor.

Evaluation

Continuous checks should be made to determine progress with suggested reading. The new worker should become increasingly self-directive in conducting program activities and in seeking answers to questions. If this is not evident, the supervisor may want to spend additional time exploring needs with the individual.

ORGANIZATIONAL INFORMATION
CHECK LIST

(For use by supervisor in providing orientation and training materials)

Date discussed or completed

_____ 1. Review Kit One in Appendix to determine any misconceptions and clarify questions. (New employees only)

_____ 2. Review Kit Two in Appendix to determine any misconceptions and clarify questions. This information was covered at the time of contract signing, but there may be questions. Material and information included: faculty appointment, health benefits, life insurance, ID cards (faculty, federal, Civil Defense) Workmen's Compensation, W-4 forms, retirement program, salary, leave (annual, sick, without pay, special study, sabbatical, official) loyalty oath, and patent agreement. Unanswerable questions should be directed to the Extension Fiscal Office at Colorado State University. (New employees only)

_____ 3. Materials to be reviewed and subsequently selectively read by all new employees. (All are available in the office or planning unit)

_____ Extension Handbook

_____ Faculty Manual

_____ CSU Resource Guide

_____ CEMIS Handbook

_____ Popular Publications for Colorado Residents and Annual Inventory of Available USDA Popular Publications

_____ Land Use Planning Handbook

_____ EFNEP Handbook

_____ 4-H Handbook

_____ Civil Defense Handbook

_____ Service in Action Handbook

_____ People and a Spirit

_____ EEO Affirmative Action Plans

_____ Civil Rights Affirmative Action Plans

_____ Other

_____ 4. *Extension Organization

_____ Administrative structure and individual responsibilities

_____ Organization of state specialists (program areas, department heads, etc.)

_____ Contact agent groups (including youth Development and Home Economics Development Committees)

_____ Sub-District Organization (committees and officers)

_____ 5. *Campus facilities (primary for state staff)

_____ Publication preparation procedures

_____ Publication distribution procedures, policies, and costs

_____ Services provided by Educational Media (tour may be helpful)

_____ Information Service

_____ 6. Review of Performance Counseling and Appraisal Guide

_____ 7. Resource materials common to the particular position or job responsibility (list and assist in locating)

_____ 8. Other

*Through consultation following or in conjunction with the reading in item 3.

Phase V. Objective: To assist the new staff member in developing an understanding of the trainee's position, and the defining of the individual's job responsibilities, duties and rolls that best suit the Extension organization, position, job and the new staff member.

In general, each phase of this Guide points toward helping new persons understand their job. The purpose for this Phase is to deal directly with the position, job responsibilities and tasks. It may be helpful to review the new staff member's involvements and discuss how these activities and responsibilities fit in with the activities of this Phase.

Suggested Activities for New Staff Member (Check List provided)

1. Read - Current planning unit Plan of Work
   Position description for the position filled by the new worker
   Job description of predecessor
   Position and job descriptions of others in planning unit
   Past year's Narrative Reports and success stories

2. Prepare Activities Calendar for the coming year (This will require consultation with other members of the planning unit--see suggested form.)

3. After reviewing position description, prepare a job description using the following outline.

   a. Name, title, position, location and date
   b. List the major program areas of responsibility
   c. List major duties and/or activities expected in the major program area
   d. List areas of joint responsibilities with other staff members
   e. List duties and/or activities expected in joint endeavors

4. Use the provided meeting and circular letter scorecards to aid in developing those necessary extension skills. (Appendix B)

Suggestions for the Supervisor

Aiding the New Employee in preparing the Activities Calendar and Job Description

Carrying out already planned program activities can be very difficult for new staff members who have not participated in the planning. Therefore, opportunity should be provided for new persons to put some of themselves into carrying out activities, but they may need help in relating a given activity to the total program. Discussions that will result

from the activities of preparing an Activities Calendar and a new Job Description can help a great deal in developing an understanding of job responsibilities and in communicating expectations of the supervisor.

Planned association with a more established staff member who has similar job responsibilities.

The arrangement referred to here has popularly been called the "send them out with Joe" school or the "big sister-brother" approach. Many new people automatically pick out a peer with similar job responsibilities for job discussion. This arrangement is helpful, should be encouraged, and has been very successful when formally recognized and arranged. It has been successful when:

a. the immediate supervisor has recognized the need for a peer as a consultant for the new staff member, communicated with both parties about the need and formalized the arrangement by asking the peer to assist the new person;

b. the supervisor has carefully selected the consultant on the basis of similar job responsibilities, compatible personalities and reasonable opportunity for communication with the new person;

c. the immediate supervisor has arranged for the necessary time, expense, and scheduling for the two individuals to meet and discuss programs and activities on a regular basis;

d. the immediate supervisor has encouraged and assisted the new staff member in preparing questions and items to be discussed with the consultant.

On-the-job problem oriented visits with other professionals in the organization

Sometime within the first six months on the job a problem oriented visit with other planning units in the organization is helpful. New field staff may want to visit the campus and key individuals who can be helpful in clarifying questions related to the job, assistance available, etc. Campus staff often find it helpful to visit field units to get a "feel" about how they can be helpful.

Such visits should be well planned, thought out and purposeful. The new person should have been in the organization long enough to have developed needs that cannot be easily answered by the immediate supervisor or other immediate staff.

The supervisor can assist the new staff member in the activity with the following:

a. Determine with the new worker the people and places to be visited.

b. Correspond with, or better, phone the people to be visited, set the date, place, and outline the objectives of the visit.

c. A campus visit might include development of a program with a specialist, program leader, district agent, or other campus personnel.

d. The field visit might involve other specialists, program leaders, or their supervisor or other persons assisting with the orientation, in planning and conducting a program from beginning to end in the field. This could involve more than one trip.

e. New workers might be encouraged to join together on a trip to the campus/field. In this case the supervisors involved can encourage the new workers to jointly generate their own campus/field orientation program. The supervisors should keep tabs on the plan so as to be able to evaluate the results of such trips. In other words, make sure the new worker groups outline their objectives before going and that the supervisor approves them.

The supervisor should avoid a trip or trips to the campus/field for the new staff member if they turn out to be sight-seeing trips or casual in nature. The following might be some broad objectives of campus/field visits.

a. To meet the correspondents (not a valid reason alone for the trip, but does happen).

b. To gain in depth orientation to state/field programming and philosophies.

c. To participate in practical application of program planning, including the conducting and evaluation processes of program planning.

d. To plan and participate in in-depth planned training programs based on needs, wants, and planned objectives of new workers themselves.

e. An opportunity for the supervisor and new employee to train together.

Special Reading for the Supervisor

Please turn to Appendix A and read the excerpts from Kelsey and Hearne, "Duties of Subject-matter Specialist" and "Duties of County Extension Staff." Also provided in this Appendix is

an excerpt, "Problem Solving Functions of the Extension Professional." Both have been adapted especially for this Guide. The supervisor will probably want the new employee to read these articles.

Supervisors may also want to discuss the following responsibilities related to organizational professionalism.

a. Professional associations

b. Professional image (appearance, behavior, attitude)

c. Office relations (loyalty)

d. Other (identify)

RESPONSIBILITIES
CHECK LIST

Date discussed or completed

1. Reading

   _____ Current planning unit plan of work

   _____ The new staff members position description

   _____ Job description of predecessor

   _____ Position and job descriptions of others in the planning unit

   _____ Last year's narrative reports and success stories

2. _____ Prepared activities calendar

3. Prepared job description.

   _____ Major program area responsibility

   _____ List of major duties and/or activities expected in the major program area (include responsibilities to program planning and advisory groups; organizations and commodity groups relevant to the position: i.e. Extension Homemakers and Farm organizations; and mass media)

   _____ Joint responsibilities with other staff members

   _____ List of duties and/or activities expected in joint endeavors.

4. Discussed:

   _____ Professional associations

   _____ Professional image (appearance, behavior, attitude)

   _____ Office relations (loyalty)

   _____ Other (identify)

ACTIVITIES CALENDAR

Dates and Times	Events & Activities	Location

Phase VI. Objective: To assist the new staff member in understanding the program development process.

This phase is intended to provide a guide for the supervisor to use in helping the new employee develop an understanding of the fundamental program planning process. This "process" is complex and in a realistic sense almost defies verbalization. Most attempts that have been reviewed for this Guide result in "write-ups" or descriptions that are so general that they are almost useless in communicating with new people. The difficulty involved in verbalizing the program development process may well be the factor that makes it possible for the organization to respond to local people oriented problems. This Phase attempts to outline some of the basic principles that should be helpful if understood by the new person. Since the development process is different in each planning unit, the "how we do it" must be communicated to the new person by the immediate supervisor.

The following ten organizational principles have been operative since Extension began 50 years ago. They provided for changes which have taken place in adaption to changing conditions, but the principles within which Extension operates have remained the same. It may be helpful to review these with your new staff member.

1. Extension is educational in program content and methodology, not regulatory or financial; thus, is administratively attached directly to the public university system and is a major part of it, rather than being attached to Federal or State government directly.

2. Extension is informal, noncredit education conducted primarily beyond the formal classroom, and for all ages. A variety of methods are used, extensive and intensive, with much emphasis on personal contact during the initiating stages of development with particular audiences.

3. Extension was established throughout the country close to the people, with local offices which are semi-autonomous units based on organization and planning with the people.

4. Broadly interpreted Extension functions to provide objective presentation and analysis of factual information for decision making by the people themselves; typically research based with free flow of communication between research, extension, and resident-teaching functions of the State university system, and also with the resources of the United States Department of Agriculture and other agencies, public and private.

5. Extension is people problem-centered and situation based. Extension education starts with helping people to identify and understand their needs and problems clearly and to work in solving them as they are in relation to their situation.

6. Extension is as broad as the economic, family living and community development problems of the people; including but also concerned far beyond agricultural production technology.

7. Extension is strictly a professional function manned by college trained personnel specifically qualified for their positions.

8. The human resource development of people, resulting from the processes of education involving the people, is considered an important result along with the results attained from the application of technological information.

9. Extension is cooperative, but not necessarily equal sharing of financial support between Federal, State and County or local levels. (In Colorado for 1970-71--Federal 33%, State 41%, County 23%, other 3%.)

10. Extension is cooperative, but not necessarily equal sharing of program development between Federal, State and County or local levels. (The locus of program control rests with local groups)

There are several confusing areas related to program development that you may want to watch for in conversations with your new employee.

1. Beware of confusion between such terms as goals, objectives, purposes, aims, etc. According to Webster they mean approximately the same thing. Additional confusion seems to develop when they are combined with such terms as: educational, short-range, long-range, teachers, learners, organizational, etc. In reality, whatever terminology makes sense to the individual should be used by that individual.

2. The concept of "levels of objectives" may be helpful in clarifying various organizational statements. The CEMIS system contains:

   National Objectives - broad in scope.

   State Objectives - identified as a part of one of the National Objectives, but made more specific for Colorado.

Planning Unit Objectives - are specific for the planning unit but fit under one of the broader State Objectives.

"People and a Spirit" and "Colorado State University Extension Service--Statement of Functions and Goals" are broad statements of objectives but, more technically, are statements of organizational directions that are useful in establishing planning unit priorities.

3. More clarity will result if the "Program Planning Process" is viewed as helping local people to make existing program activities more significant in view of local problems and the development of new activities that will assist in solving other local problems.

4. CEMIS (Colorado Extension Management Information System) was developed as a reporting system designed to provide all extension staff with facts for management decisions. It was not intended as a program planning system.

5. The CEMIS Plan of Work should identify those extension worker activities designed to assist local groups in the identification and solution of local problems as well as the activities that result from this process. With many organized groups, the function of the extension professional may be to provide data and information about their concern.

6. Program accomplishments are greater when those concerned participate in the analysis of situations, identification of problems, setting of priorities, planning (decision making), action, evaluation and reporting. The planned program that doesn't include the people affected is destined for failure.

7. Extension programs take into consideration race, creed, color and national origin of the clientele and strive to maintain a balance based on population and/or commodity ratio in identifiable geographic areas (Title IV of the Civil Rights Act of 1964).

Suggested Activities for the New Employee and Supervisor

Some principles of program development are discussed briefly here with some check list questions for the supervisor's use in assisting the new employee in developing and working within a program of their own. A great deal of time may be required in consultation with the new person in order to develop a reasonable and realistic understanding of the principles involved. In fact, an understanding of the program development process is a lifetime (total career) process that leads the professional into continuous study of the broad area of human behavior.

EXTENSION PROGRAM PLANNING PROCESS*

Program planning is viewed as a process through which representatives of the people are intensively involved with Extension personnel and other professional people in six activities:

-Studying facts and trends. i.e. Situation

-Identifying problems and opportunities based on these facts and trends.

-Making decisions about problems and opportunities that should be given priority.

-Establishing objectives or recommendations for future economic and social development of a community through educational programs.

-Determining and carrying out appropriate educational methods and evaluating progress toward objectives and accomplishment of goals.

A. Situation: It is very significant that existing situations be adequately studied. Factual data must be collected and correctly analyzed in order to identify problems that should be the basis for programs. Background information should include beliefs, attitudes, understandings, and knowledge about the economic and social situation. Situation information provides a benchmark or starting point for measuring change. People for whom programs are planned should be involved in the collection of facts, especially of a local nature.

Evaluation is applied to facts obtained for situation analysis. The facts are evaluated in line with established criteria. Some criteria are: facts must be accurate, adequate, current, and relevant. Facts should be analyzed and interpreted to be meaningful. The analysis of the situation information should justify the time that will be spent on the program in relation to other problems that may be identified and programs initiated.

B. Problems and/or Opportunity Identification: Problems and/or opportunities should be clearly defined and should be related to the situation as analyzed. Problems and/or opportunities selected for emphasis in an Extension program should be:

1. Significatn in terms of the number of people concerned
2. Important in educational content
3. In line with Extension's educational responsibility.

The problem should also be possible of solution.

C. Objectives: Objectives should be determined in line with problems. Objectives should be determined cooperatively by the people for whom programs are intended and Extension workers. Objectives should specify the kinds of behavior changes desired, the subject matter area in which changes are to be made, and who is to make the changes. Objectives should also be challenging, achievable, and

D. Methods: The purpose of the planning process is to determine information needs and to organize learning experiences (methods and techniques) that will give people the information they need. Appropriate methods and techniques in line with objectives are needed. It is easy to lose sight of objectives and use the various methods and techniques as an end rather than as a means of reaching a desired result or objective. We should continually ask ourselves "What is the purpose of this meeting, demonstration, news release, judging event, etc." The proper selection of the method is important.

E. Evaluation: The total program effort must ultimately be measured in terms of goals and objectives attained. Evaluation is measuring accomplishments or the desired change. Benchmarks must be used in measuring progress. Background or situational information would indicate where we are in any area of concern. Progress is measured by surveying the advance toward the achievement of our goals.

The following questions should be answered in determining priorities for programs the new workers are to be involved in.

1. Is this a legitimate job for Extension and why?
2. Who wants the problem solved and why?
3. What is the size (width and depth) of the problem?
4. What degree of importance has the problem (now and foreseen)?
5. What are the chances of success?
6. Who will benefit, and be harmed, by solving the problem?
7. What are the resources available? Will they do the job in total or in part?
8. Is additional outside help available? List.
9. Is our clientele capable of solving the problem without our help? Explain the reason for this answer.

*Prepared by Charles E. Nelson, District Extension Director
Colorado State University Cooperative Extension Service
November 1972.

Phase VII Objective: To assist the new staff member in becoming aware of professional competence and continuous professional improvement opportunities.

The new employee as with all extension staff is expected to exhibit professional competence and take advantage of opportunities for professional improvement. In reality, the reason for this Phase is to begin the new staff members continuous process toward increased competence through professional improvement. It is the responsibility of the supervisor to make information available that will result in continuous development of all staff members.

Suggested Activities for the New Employee

1. Read Sanders "Instruction in the Cooperative Extension Service" 1972.
2. Selectively read articles of interest provided in the Journal of Extension.
3. Others (selectively chosen by the supervisor and new employee as appropriate).
4. In consultation with the supervisor begin preparing a professional improvement plan.

Suggestions for the Supervisor

Using the check list provided in this section, and based on consultations with the new staff member, the supervisor and new staff member may begin identifying additional professional improvement and training needs. These identified needs may then be used to construct a professional improvement plan that will go beyond orientation training. Some of this additional training may be identified as additional reading while other training may be more complex and require workshops, summer schools or training leading toward advanced degrees. For more information on professional improvement and training information or opportunities, the supervisor may contact and consult with the Extension Service Staff Development Coordinator.

PROFESSIONAL DEVELOPMENT CHECK LIST AND PLAN

The following is a check list which may be useful for the supervisor in consultation and analysis of the staff member's further professional improvement needs and interests.

Date discussed

_____A. The staff member exhibits implications for training needs in:

_____1. Specific subject matter (identify)

_____

_____

_____

_____2. Specific extension program philosophies

_____4-H and Youth

_____Community and resource development

_____Agricultural programs (specify)

_____Family living and nutrition programs (specify)

_____Other (specify)

_____3. Communications

_____4. Group processes (social action and problem solving)

_____5. Supervisory training (staff and office management)

_____6. Other (list)

_____B. The staff member has a prepared professional improvement plan developed with the aid of the supervisor and appropriate resource people.

SOME RECOMMENDED READINGS

FOR SUPERVISORS AND NEW EMPLOYEES

A People and a Spirit, Fort Collins, USDA/NASSULGC, Extension Study Committee, Colorado State University, 1968.

Kelsey, L.D. and C.C. Hearne, Cooperative Extension Work Ithaca, N.Y., Comstock Publishing Associates, 1963.

Mager, R.F., Preparing Instructional Objectives Palo Alto, California, Fearon Pub., 1962.

Mager, R.F., Developing Attitudes Toward Learning Palo Alto, California, Fearon Pub., 1968.

Mager, R.F., Goal Analysis Palo Alto, California, Fearon Pub., 1972.

Sanders, H.D., Instruction in The Cooperative Extension Service Louisiana State University, 1972.

Sanders, H.C., The Cooperative Extension Service Englewood Cliffs, N.J., Prentice Hall, 1966.

Van Dersal, W.R., The Successful Supervisor New York, Harper and Row Publishers, Inc., 1968.

POTPOURRI

It is difficult to foresee every need, want, and situation that may arise during the orientation of a new worker. There will be special deadlines, special projects and duties, conflicts of personality and interest and special needs and wants occur during the orientation. The whole staff, including the supervisor, will find need to adjust as well as the employees for they will differ from the staff in their creativity and style of working. New employees need to be treated as individuals and adults. Yet, they need guidance and attention just as a space explorer going to a new planet needs mission control for guidance. Much of their orientation is on their own shoulders, but the responsibility of a rewarding, nonfrustrating and productive experience lies with the supervisor and the staff.

REPORTS AND RECORDS ON PROGRESS OF ORIENTATION

1. Weekly Activity Reports From Immediate Supervisors Employed by Extension

The supervisor, upon realizing a new staff member is coming, should prepare an addition to the Annual Plan of Work utilizing Cemis Purpose 801, and Subject 3100 regardless of whether the trainee is new to Extension, the state, the area, or the position. Planning unit staff members specifically involved in orientation should be named in the "addition to the plan" along with a planned amount of time estimated to be needed in accomplishing orientation activities. Such activities might be: counseling, study time needed by the new person, touring the area and other "becoming acquainted" opportunities.

2. Progress Reports

It is difficult to prescribe a method of reporting that will fit all departmental, county, and area situations. It is important, however, to have communication between the Extension administrator and the department head, and between the district agent and the agent in charge regarding the orientation of the new employee his/her progress, need for orientation "helps," and suggested changes or additions to the Guide.

Most of this communication will take place during consultations. District agents or Extension administrators, however, may feel a need for a more permanent record of orientation and request such a report from the immediate supervisor from time to time. One such record will be required at the end of the one year probationary period.

3. Records

The check lists provided in the Guide should be considered as a starting point for the supervisor in preparing check lists of his own to fit that particular orientation situation. These check lists should be used as orientation progresses and may be initialed or signed by both the supervisor and new employee. These completed and initialed or signed check lists, when filed in the immediate supervisor's office, provide a permanent record of orientation for that particular new staff member. District agents or Extension administrators may also desire a copy of these check lists for their records.

APPENDIX A

DUTIES OF SUBJECT-MATTER SPECIALISTS

In backing up the work of agents in counties and areas the subject-matter specialist group, is concerned with the improvement of teaching. Specialists view the whole program and relate subject matter to all the phases of program making and execution. Five broad groups of functions are performed by subject-matter specialists, namely: planning functions, training functions, direct teaching, field studies to increase the effectiveness of the work in their respective subject-matter lines, and preparation of teaching materials.

In order that the work of specialists may be coordinated to help solve problems involving one or more subject-matter fields, someone may serve as leader of specialists. Such a person bears the same relation to the specialists as supervisors of other groups in the service bear to the group they supervise. When there is more than one specialist in a subject-matter department, the head of the department or one of the specialists may be designated as program leader. His duties are largely planning and coordinating.

The following list of specific duties of specialists was prepared in part by summer-session extension classes:

1. Keeping state and county extension workers up-to-date with regard to the findings of science and their application to the solution of farm and home problems.

2. Serving as a bridge between subject-matter research departments and field extension workers; interpreting the results of research in terms of desirable farm, home and community programs.

3. Assembling and analyzing facts, clarifying problems in the subject-matter field, studying the status of his enterprise throughout the state and the nation.

4. Helping county and area personnel to develop sound county, area and community programs in which subject matter is correlated to best serve the interests of the people.

5. Assisting agents, county and area specialists in the effective use of teaching methods peculiarly adapted to the subject matter involved.

6. Backing up the county and area programs with suitable state-wide publicity, popular bulletins, form letters, motion pictures, film strips, slides, exhibit materials, and other teaching aids.

7. Making studies to determine successful and unsuccessful methods of organizing and conducting extension teaching in the particular subject-matter field.

8. Outlining measuring devices and procedures applicable to the subject-matter problems being attacked and assisting agents and area specialists in their use.

9. Handling direct teaching of people within the county or area in such a manner as to strengthen the position of the county or area staff member and enable him better to meet subject-matter problems arising after the specialist's departure.

DUTIES OF COUNTY EXTENSION STAFF

The county and area extension staff is by far the largest and the most important group in the Cooperative Extension Service. As the official representatives of the State land-grant institution and the U.S. Department of Agriculture, living in the county or area in daily contact with men, women, boys, and girls in actual life situations, the county or area extension personnel are in a strategic position to study the problems and serve the needs and interests of the people of the county or area. The duties of the county or area extension staff are legion, and he or she must be constantly alert to the social and economic changes that vitally affect the lives of the people. As extension is a voluntary form of education, the success of the extension professional is largely determined by the degree of confidence that people come to have in the local representative of the Extension Service.

The various kinds of county or area extension professionals perform similar functions. The following statement of duties outlined in part by extension classes are suggestive of the type of training that needs emphasis. It is a composite statement for all types of county staff members.

1. Represents the state land-grant institution and the United States Department of Agriculture in the county in carrying on an educational program to improve living.

2. Studies the county or area, its people, and its agriculture, family life and community ascertain its problems and possibilities.

3. Develops or aids in maintaining the necessary organization of people to help determine and carry out the county or area extension program.

4. Develops with the people of the county or area a long-time and current agricultural family life and community educational program based on the major problems and needs of individuals--adult and youth--and families.

5. Develops leadership.

6. Assists local organizations with their educational programs when their objectives coincide with the objectives of the county or area extension program.

7. Promotes friendly relationships and the coordination of activities of all agricultural and community life groups within the county or area.

8. Maintains a public office where all people may call, telephone, or write for information on all problems relating to agriculture, family life and community development.

9. Keeps informed regarding social and economic changes affecting the people of the county or area and keeps up-to-date professionally through attendance at conferences, reading participation in in-service training courses, and otherwise.

10. Develops interest and cooperation of various organizations and individuals in the solution of farm, home and community problems.

11. Assists local leaders by supplying supplementary material, visiting farms and homes, providing helpful literature.

12. Arranges for help of specialists and other resource persons.

13. Provides information to individuals and groups other than those regularly organized.

14. Helps evaluate work done by obtaining and analyzing records and preparing statistical and narrative reports for county, area, state, and federal use.

15. Encourages the interest and cooperation of various organizations and of people in the development of boys and girls through club work.

16. Assists people in the communities in the organization of local 4-H clubs, in the selection and training of local leaders, and in the development of programs.

SPECIALIZATION AMONG COUNTY AND AREA PROFESSIONALS

The composite statement above may be slightly misleading, for few extension professionals, if any, would ever be expected to do all these things. In fact, the trend seems to be toward specialization. As more personnel are available in each county or area the work can be divided along subject-matter lines. Furthermore, with the increase in different clientele there is more specialization on farms and in communities. Some large commercial farmers have been heard to say, "I can't afford to fuss with chickens or a home garden." This may be sound farm management for that man, but it may overlook the best interests of the family and children. Specialization has led some counties to cooperate in the employment of one man for poultry, floriculture, spray service, or individual farm management. Agricultural engineers are being employed on an area basis to help with mechanization of farms. Areas of concern also affect the total community requiring specialization in working with people in community problems as well as specialized facets of family life.

REFERENCES

Cooperative Extension Administration. A Workshop of State Extension Directos. Madison, Wis.: Center for Advanced Study, 1956.

Middle Management in Cooperative Extension Service. Report of a North Central States Workshop in Extension Supervision. Madison, Wis.: Cneter for Advanced Study, 1957.

Supervision. Report of Northeastern States Seminar in Extension Supervision. West Virginia, 1957.

PROBLEM SOLVING FUNCTIONS OF THE EXTENSION PROFESSIONAL

There are three major roles that professionals in the Extension Service perform: (1) As a learning specialist or instructor, (2) as administrator of training and development of staff clientele, and programs, and (3) as a contributor to organizational and clientele problem solving. Each of these three roles requires different skills and abilities, and the extension professional should be professionally prepared for all three roles.

The extension professional as a learning specialist position brings with it a need for personnel skilled in the ability to use learning theory and methods to meet training needs. The extension professional as an administrator may not have the time, inclination, or experience to be an active educator or learning theorist. Extension personnel as administrators may find themselves involved in utilizing skills of administration on such tasks as recruiting, coordinating, selecting and developing his staff team, and planning programs among other administrative duties.

The extension professional as a consultant to clientele and management is stressed as the most important role. The major need for this type of role is for training to be recognized, and used, as a valuable tool for management problem solving. Effective training is helping people "learn how to learn" from every aspect of out life.

The problem solving functions of the extension professional are based on his knowledge and skills: (1) The professional helps clientele examine organizational problems, such as a workshop for problem-identification in regards to the relations between the organization and its membership. (2) The professional helps clientele examine the contribution of training to these problems such as exploring with clientele how training in social action and communications might lead to problem solving. (3) The professional helps examine the long-range and short-range objectives of the training such as helping the clientele in refining objectives and setting goals. (4) He explores, with clientele alternatives to training-problem solving approaches. (5) He develops with the clientele, training plans based on the objectives, and developed with the aid of a steering committee rather than submitting an individually developed plan for approval. (6) The extension professional explores appropriate resources to implement the plan. (7) He provides consultation for the client on evaluation and review of the program. Evaluation must be in terms of problem solving and based on the current status of the problem not whether or not the clientele liked the program. (8) The professional explores with the client the follow-up steps necessary to reinforce problem solution. He encourages the client for example, to look at the

implications of the steps taken, and to assess the program at the present in terms of future action.

A continuum of consulting roles an extension professional will have in his helping relationship are: Position (1): He gives expert advice to the client. This he would do relating to the role of an expert in his field. Position (2): He persuades the client as to a proper approach. This may be a corrective active when based on his knowledge and experience, he believes the client is headed the wrong way. Position (3): He provides alternatives to the client. In this role, he is helping the client by providing more than one route to take. The extension professional is not an implementor but is more of a facilitator in identifying alternatives to the client for confronting the learning aspect of the problem. Position (4): He assists in the problem solving process. He doesn't get involved in content but acts as a consultant in helping the client maintain the quality of its problem solving. Position (5): He serves as a catalyst for the client's problem solving. In this position, the extension professional may only ask questions for the client to take into account as he strives to find a direction for action.

APPENDIX B

_____
Type of Meeting

MEETING SCORE CARD

Planning

Circle Correct Answer

Yes No 1. Was purpose for the meeting clearly understood by participants?

Yes No 2. Were participants involved in planning the meeting?

Yes No 3. Was agenda written out in detail prior to the meeting?

Yes No 4. Did participants receive the agenda before the meeting time?

Yes No 5. Was the meeting place selected suitable--airy, light and comfortable?

How could planning for this meeting have been improved?

_____

_____

_____

_____

_____

Meeting

Circle Correct Answer

Yes No 1. Did the meeting start on time?

Yes No 2. Did group members know each other or were they introduced?

Yes No 3. Was the purpose of the meeting clearly explained at the beginning of the meeting?

Yes No 4. Were participants involved in conducting the meeting?

Prepared by Melvin L. Eckard, In-Service Training Officer
Colorado State University, Extension Service May, 1965 E&T1

Page 2

Circle Correct Answer

Yes No 5. Were participants given a break with an opportunity for refreshments?

Yes No 6. Were all participants given an opportunity to voice an opinion?

Yes No 7. Did speakers use audio-visual aids?

Yes No 8. Were participants given written materials to take home?

Yes No 9. Did participants seem interested in the meeting topic?

Yes No 10. Did any unplanned for difficulties develop?

Yes No 11. Were definite decisions made by the group in regard to needed follow-up, committees named, dates set or changes in practices that needed to be made.

Yes No 12. Did the meeting close on time?

Could this meeting have been improved?

_____

_____

_____

_____

Evaluation and Follow-up

Circle Correct Answer

Yes No 1. Was the effectiveness of the meeting evaluated by the participants?

Yes No 2. Did those responsible for planning the meeting evaluate it?

Yes No 3. Was a public report of the meeting made to the press and radio?

Yes No 4. Is there evidence that changes were made by participants as a result of the meeting?

Yes No 5. In your opinion did this meeting accomplish its purpose?

How could the evaluation and follow-up from this meeting have been improved?

Circular Letter Title

CIRCULAR LETTER SCORE CARD

ITEM	GOOD	FAIR	POOR
Letter looks attractive, interesting and easy to read			
Gets attention through unusual or otherwise interesting approach:			
Caption or salutation appropriate and effective			
Cartoon or other appropriate illustration . .			
Opening sentence strong			
Letter seems important; tells people something they want to know. (Develops interest)			
Has "you" and "your problem" approach			
Arouses curiosity at outset			
Timely, deals with an immediate problem . . .			
Emphasizes importance of problem through reference to economic losses or other annoyance			
Letter well planned; interest of reader held throughout by good continuity:			
Adheres to definite purpose (one idea) . . .			
Simple sentences and short paragraphs make reading easy			
Complete and concise			
Clear and easy to understand and remember . .			
Technical words and phrases avoided			
If long, broken with interesting subheads . .			
News-story style followed			
Letter makes reader aware of problem and eager for practical remedy suggested			
Necessary facts well presented so that reader may decide wisely "Reason why" used effectively			
Suggestion used effectively			

KIT ONE

COOPERATIVE
EXTENSION
SERVICE
FORT COLLINS
COLORADO
80521

colorado state university

OFFICE OF THE DIRECTOR

Dear

Thanks for your inquiry about possible employment with the Colorado State University Extension Service. There is very little we can say about possible employment until we have a specific vacancy.

Enclosed you will find an "Employment Registration" card. Please fill it out and return it. When a vacancy occurs those registered in this manner, who have the basic requirements of the position, will be sent a detailed description of the position and an application form. Your registration card will be discarded after 6 months unless you let us know you are still interested and available for employment.

We find that education and experience requirements vary with each position. Some field positions require a master's degree but certainly not all. Even for those positions with a minimum bachelor's degree requirement, advanced study and professional work experience strengthens an application. The Ph.D. degree is preferred for state specialist positions. There is of course no discrimination because of race, color, creed, sex, or national origin.

We expect to hire individuals who are interested in and can meet qualifications for graduate study. These requirements change and are different for each department within a college or university and are different between universities. Using Colorado State University as a guide, we are currently interpreting these requirements to be a 2.7 total grade point average (4.0 system) or 1000 on the aptitude portion of the Graduate Record Examination.

When we have a vacancy, we will not accept your application unless you have a master's degree, meet one of the above requirements, or can present strong evidence to justify admission into Graduate School. Such evidence might include: 12 hours or more of graduate level courses with average grades above 3.5; extremely strong grades (3.2) during your senior year; full-time employment while in school; etc.

We hope to hear from you soon.

Sincerely,

Mel Eckard
Staff Training Officer

Enclosure

EMPLOYMENT REGISTRATION
"Equal Opportunity Employer"

Return to: Mel Eckard, Staff Training Officer
Colorado State University Extension Service
Fort Collins, Colorado 80521

This information (to be used for job vacancy announcement mailing list purposes only) will be kept on file for 6 months - renewal is the responsibility of the registrant.

NAME AND ADDRESS

TYPE POSITION IN WHICH INTERESTED (include such things as state staff, field staff, subject matter specialty, youth work, etc.)

LOCATIONS in Colorado where employment will definitely not be considered. List towns, counties or areas. Be as specific as possible.

FORMAL EDUCATION

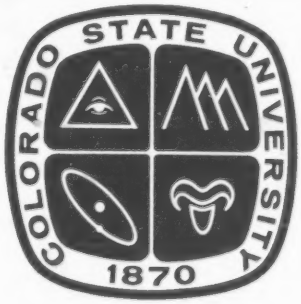
Degrees	Date	Major/Minor

PROFESSIONAL JOB EXPERIENCE (Start with present position)

Dates	Title and/or brief description of responsibilities

extension service

employee benefits



fort collins
colorado

"An Equal Opportunity Employer"

employee benefits

VACATION LEAVE
Annual (vacation) leave is earned at the rate of two days per month or 24 days per year. Leave at full pay is taken on the basis of working days. For a two-week vacation, the employee would be away from the job ten working days.

SICK LEAVE
Sick leave is earned at the rate of 1¼ days per month or 15 days a year cumulative.

STUDY LEAVE
Two types of study leave privileges are available to Extension employees. Special Study Leave provides one quarter (or semester) of leave from the job each year at ½ salary after three years employment. Sabbatical leave provides a maximum of one year away from the job at half pay or six months at full pay after six years' employment. In addition, Extension employees may attend the National Extension Summer School on official leave (absence from job at full pay).

FEDERAL EMPLOYEES GROUP LIFE INSURANCE

A. Regular Insurance
   1. Provides low cost life insurance with employer and employee contributing.
   2. No medical examination required.
   3. The amount of insurance is approximately $2000 more than your annual salary.
   4. Payment double for accidental death.
   5. Payment for accidental loss of eyesight or loss of one or more limbs.
   6. Continues at a reducing amount at no cost to you upon retirement. At no time will the insurance be less than ¼ of the amount you have at time of retirement.

B. Optional Insurance
   1. If you have regular insurance in force, you may elect to have $10,000 additional insurance.
   2. Premium paid fully by employee.
   3. Rates based on age.

FEDERAL CIVIL SERVICE RETIREMENT SYSTEM
This system provides you a measure of income protection in case of disability, will provide for your family in case of death, and pay a retirement annuity in later years. Cost is 7% of your salary. Example: A person retiring at age 55 after 30 years of service with a "high-three" average salary of $10,000 would earn monthly annuity in the amount of $469 (subject to change).

FEDERAL EMPLOYEES HEALTH BENEFITS
The group medical and hospitalization plan (several options available) offers:

- Better protection at lower rates than is available to you individually with employer and employee contributing to cost.
- Guaranteed protection that cannot be cancelled.
- Coverage without medical exam, waiting period, or restrictions because of age or physical condition.
- Temporary protection of 31 days should you resign.
- One year coverage without cost if you are on non-pay status because of illness or other reasons.
- Payroll deductions.
- Continued protection after retirement.
- Continued protection of survivors in the event of your death.

Cost depends on the option selected.

WORK INJURY BENEFITS FOR PROFESSIONAL EXTENSION EMPLOYEES
If you are injured while on the job you are covered by the Colorado State Compensation Insurance Fund for any loss of pay and for medical and hospital expenses. If such coverage is not adequate to compensate for all loss and expenses supplemental claims may be filed under the Federal Employees Compensation Act.

TRAVEL INSURANCE
University employees are covered for accidental death ($100,000) and dismemberment while traveling on University business at no expense to the employee.

LIABILITY I
University
$300,000 fr
of assigned
ployee.

DISABILITY
Full time C
staff are cov
employees
coinciding
year's servic
Monthly inc
base. This
ployee bene
of benefits

COLORADO GROUP LIF
1. Amount
   staff $21
2. Payment
3. Contains
   of sight
4. There is

Issued in furthe
and June 30,
Department of
Service, Colora

By law and pu
Extension Servi
nondiscriminat

FEDERAL CIVIL SERVICE RETIREMENT SYSTEM
This system provides you a measure of income protection in case of disability, will provide for your family in case of death, and pay a retirement annuity in later years. Cost is 7% of your salary. Example: A person retiring at age 55 after 30 years of service with a "high-three" average salary of $10,000 would earn monthly annuity in the amount of $469 (subject to change).

FEDERAL EMPLOYEES HEALTH BENEFITS
The group medical and hospitalization plan (several options available) offers:

- Better protection at lower rates than is available to you individually with employer and employee contributing to cost.
- Guaranteed protection that cannot be cancelled.
- Coverage without medical exam, waiting period, or restrictions because of age or physical condition.
- Temporary protection of 31 days should you resign.
- One year coverage without cost if you are on non-pay status because of illness or other reasons.
- Payroll deductions.
- Continued protection after retirement.
- Continued protection of survivors in the event of your death.

Cost depends on the option selected.

WORK INJURY BENEFITS FOR PROFESSIONAL EXTENSION EMPLOYEES
If you are injured while on the job you are covered by the Colorado State Compensation Insurance Fund for any loss of pay and for medical and hospital expenses. If such coverage is not adequate to compensate for all loss and expenses supplemental claims may be filed under the Federal Employees Compensation Act.

TRAVEL INSURANCE
University employees are covered for accidental death ($100,000) and dismemberment while traveling on University business at no expense to the employee.

LIABILITY INSURANCE
University employees are protected to the extent of $300,000 from claims resulting from the performance of assigned University duties at no cost to the employee.

DISABILITY BENEFITS PLAN
Full time CSU faculty and professional administrative staff are covered by a permanent disability policy. New employees receive coverage on the first of the month coinciding with or following the completion of one year's service.
Monthly income benefits are 60% of the monthly salary base. This amount is adjusted when certain other employee benefits are also received. The maximum amount of benefits is $1,500 per month.

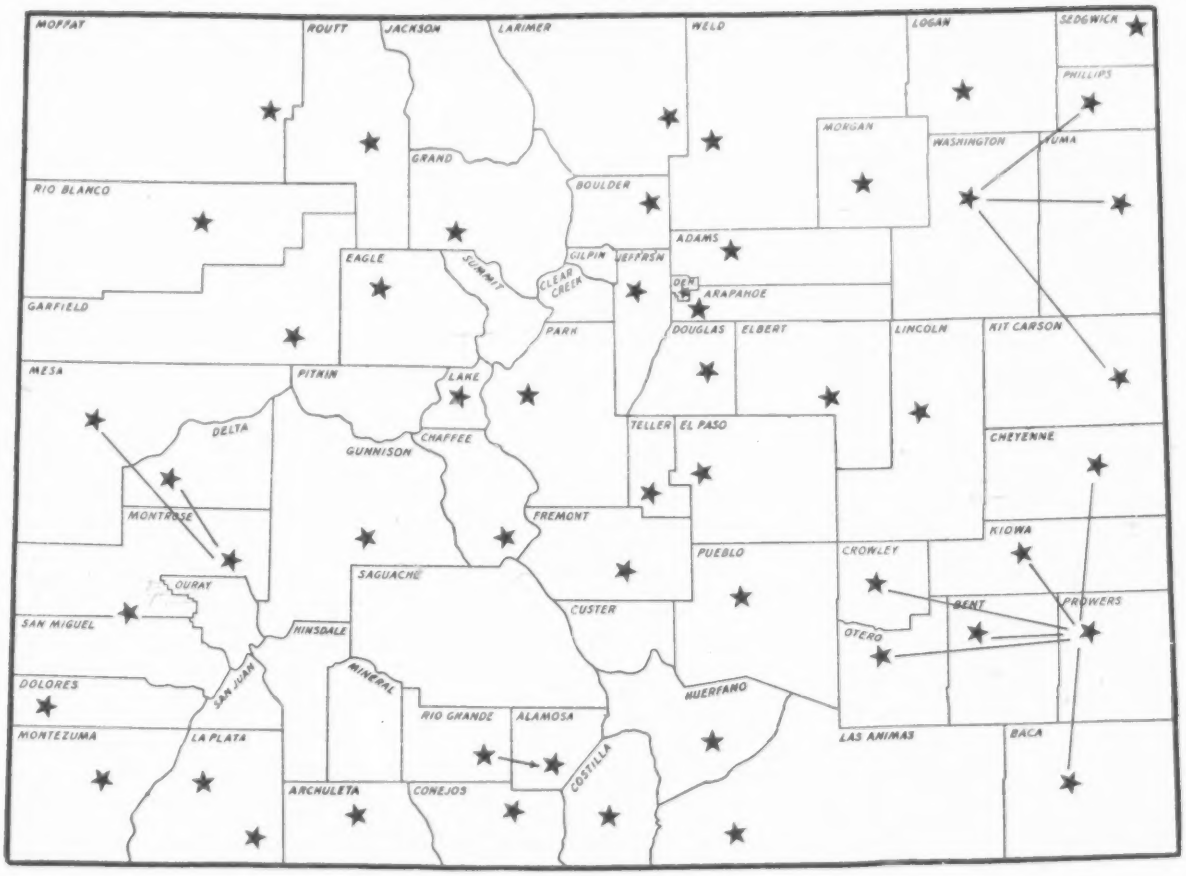
COLORADO STATE UNIVERSITY GROUP LIFE INSURANCE

1. Amount to active, full-time, permanent professional staff $21,000
2. Payment double for accidental death
3. Contains dismemberment clauses for accidental loss of sight or loss of limbs
4. There is no cost to professional staff member

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the United States Department of Agriculture. Lowell H. Watts, Director of Extension Service, Colorado State University.

By law and purpose, the Colorado State University Cooperative Extension Service is dedicated to serve all people on an equal and nondiscriminatory basis.

COLORADO



LOCATION OF CSU COOPERATIVE EXTENSION OFFICES
IN COLORADO
State Office
Administration and State Specialist Staff
Colorado State University — Fort Collins, Colorado 80521

AREAS

GOLDEN PLAINS AREA
Area Office — Courthouse, Akron 80720
Branch Offices — Courthouse, Burlington 80807
Courthouse, Holyoke 80734
Courthouse, Wray 80758
SAN LUIS VALLEY AREA
Area Office — 6th & State St., Alamosa 81101
Branch Offices — P.O. Bldg., Monte Vista 81144
County Office Bldg., San Luis 81152
SOUTHEAST COLORADO AREA
Area Office — Courthouse, Lamar 81052
Branch Offices — Courthouse, Springfield 81073
708 Carson Avenue, Las Animas 81054
Courthouse Cheyenne Wells 80810
Courthouse Annex, Ordway 81063
Courthouse, Eads 81036
Agricultural Services Bldg., Rocky Ford 81067
TRI-RIVER AREA
Area Office — Courthouse, Montrose 81401
Branch Offices — Courthouse, Grand Junction 81051
Courthouse, Delta 81416

COUNTIES

ADAMS COUNTY
9755 E. Henderson Road
Route 2, Box 120PB, Brighton 80601
ARAPAHOE COUNTY
2379 W. Main, Littleton 80120
ARCHULETA COUNTY
Courthouse, Pagosa Spring 81147
BOULDER COUNTY
1226 N. Main, Longmont 80501
CHAFFEE COUNTY
213 E. Third, Salida 81201
CONEJOS COUNTY
Housam Bldg., La Jara 81140
COSTILLA COUNTY
County Office Bldg, San Luis 81152
DENVER COUNTY
1100 E. Virginia, Denver 80209
DOLORES COUNTY
Courthouse, Dove Creek 81324
DOUGLAS COUNTY
Courthouse, Castle Rock 80104
EAGLE COUNTY
Courthouse, Eagle 81631
ELBERT COUNTY
Municipal Bldg., Simla 80835
EL PASO COUNTY
County Office Bldg., Colorado Springs 80903
FREMONT — CUSTER COUNTIES
Courthouse, Canon City 81212
GARFIELD COUNTY
Federal Bldg., Glenwood Springs 81601
GRAND — SUMMIT COUNTIES
REA Building, Kremmling 80459
GUNNISON COUNTY
Courthouse, Gunnison 81230
HUERFANO COUNTY
Courthouse, Walsenburg 81089
JACKSON COUNTY
5th & Logan, Walden 80480
JEFFERSON COUNTY
15200 W. 6th, Golden 80401
LAKE COUNTY
Courthouse, Leadville 80461
LA PLATA COUNTY
Courthouse, Durango 81301
Indian Affairs Bldg., Ignacio 81137
LARIMER COUNTY
Courthouse, Fort Collins 80521
LAS ANIMAS COUNTY
Courthouse, Trinidad 81082
LINCOLN COUNTY
Courthouse, Hugo 80821
LOGAN COUNTY
Federal Bldg., Sterling 80751
MOFFAT COUNTY
Courthouse, Craig 81625
MONTEZUMA COUNTY
Courthouse, Cortez 81321
MORGAN COUNTY
112 Lake, Fort Morgan 80701
PARK COUNTY
Counts Fair Building, Fairplay 80440
PUEBLO COUNTY
Courthouse, Pueblo 81003
RIO BLANCO COUNTY
Courthouse, Meeker 81641
ROUTT COUNTY
Courthouse Annex, Steamboat Springs 80477
SAN MIGUEL — WEST MONTROSE COUNTIES
City Hall, Norwood 81423
SEDGWICK COUNTY
Courthouse, Julesburg 80737
SUMMIT COUNTY
Breckenridge 80424
TELLER COUNTY
Courthouse, Cripple Creek 80813
WELD COUNTY
County Services Bldg., Greeley 80631

AREA SPECIALISTS OFFICES

AGRONOMIST
Courthouse, Burlington 80807
HORTICULTURIST — LANDSCAPE PLANTS
909 York St., Denver 80206
HORTICULTURIST — FRUIT
Austin Rogers Mesa Unit
Austin 81410
HORTICULTURIST — POTATO
SLV Branch Station, Center 81125
COMMUNITY DEVELOPMENT
County Courthouse, Cortez 81321
AREA IRRIGATION ENGINEER
County Courthouse, Burlington 80807
FARM MANAGEMENT
P.O. Box 1026
345 - 6th Str., Meeker 81641
P.O. Box 626, Delta 81416
260 Factory Rd., Eaton 80615
P.O. Box 555, Lamar 81052
P.O. Box 326, Monte Vista 81144
P.O. Box 261, Durango 81301

APPLICATION FOR EMPLOYMENT

COLORADO STATE UNIVERSITY

COOPERATIVE EXTENSION SERVICE

"An Equal Opportunity Employer"

Cooperative Extension Service
Room 135, Aylesworth Hall
Colorado State University
Fort Collins, Colorado 80521

INSTRUCTIONS: READ CAREFULLY BEFORE FILLING OUT THIS FORM

- This form must be filled out in ink or be typewritten.
- Answer each question clearly and completely.
- It is the applicant's responsibility to provide complete transcripts of all college studies. Please be certain you meet the requirements of the position being applied for as listed in the position description.
- Record of your application may not be available for immediate contact with your references if you do not list them.
- A personal interview is customary before employment. You will be contacted regarding time and place.
- Notify the Colorado Cooperative Extension Service of any changes in your availability status, address, or circumstances that might affect your application.

15. Experience (Start with your **present** position and work back)

May inquiries be made of present employer regarding your character, qualifications, and record of employment? (Yes/No)

1

Dates of employment (*month, year*)
From To Present Time

Exact Title of Position

Salary or earnings
Starting $ per
Ending $ per

Avg. hrs. per week

Place of employment
City
State

Number and kind of employees supervised

Kind of business or organization (*manufacturing, accounting, insurance, etc.*)

Name and Title of Immediate Supervisor

Name of employer (*firm, organization, etc.*) and address (*including ZIP code if known*)

Area code and phone no.

Reason for wanting to leave

Description of work

2

Dates of employment (*month, year*)
From To

Exact Title of Position

Salary or earnings
Starting $ per
Ending $ per

Avg. hrs. per week

Place of employment
City
State

Number and kind of employees supervised

Kind of business or organization (*manufacturing, accounting, insurance, etc.*)

Name and Title of Immediate Supervisor

Name of employer (*firm, organization, etc.*) and address (*including ZIP code if known*)

Area code and phone no.

Reason for wanting to leave

Description of work

3

Dates of employment (*month, year*)
From To

Exact Title of Position

Salary or earnings
Starting $ per
Ending $ per

Avg. hrs. per week

Place of employment
City
State

Number and kind of employees supervised

Kind of business or organization (*manufacturing, accounting, insurance, etc.*)

Name and Title of Immediate Supervisor

Name of employer (*firm, organization, etc.*) and address (*including ZIP code if known*)

Area code and phone no.

Reason for wanting to leave

Description of work

4	Dates of employment (month, year) From To			Exact Title of Position	
Salary or earnings Starting $ per Ending $ per	Avg. hrs per week	Place of employment City State	Number and kind of employees supervised	Kind of business or organization (manufacturing, accounting, insurance, etc.)	
Name and Title of Immediate Supervisor		Name of employer (firm, organization, etc.) and address (including ZIP code if known)			
Area code and phone no.					
Reason for wanting to leave					
Description of work					

IF YOU NEED ADDITIONAL EXPERIENCE BLOCKS USE BLANK SHEETS OR SUPPLEMENTAL APPLICATION SHEETS

19. Special qualifications and skills (licenses, skills with machines, patents or inventions, publications – do not submit copies unless requested, public speaking, memberships in professional or scientific societies, typing or shorthand speed, honors, awards, and fellowships, foreign languages skill, etc.) Use supplemental pages as necessary.

	Yes	No
20. Military experience. A. Have you ever served on active duty in the United States military service? (Exclude tours of active duty for training as a reservist or Guardsman.) If "Yes," complete items B and C.		

B. List all active military service.

Dates (from-to)	Branch	Serial or Service number

C. Have you ever been discharged from the armed services under other than honorable conditions? (You may omit any such discharge changed to honorable by a Discharge Review Board or similar authority.)
If "Yes," give details in Item 34.

Answer Items 21 through 33 by placing an "X" in the proper column.	Yes	No
21. Are you a citizen of the United States? If "No," give country of which you are a citizen.		
22. In the last 5 years, have you had any health condition which required you to be in a hospital or institution, to be off work more than 30 consecutive days, or to be under continuing treatment? (If your answer is "Yes," give details in Item 34.)		
23. To insure that you are not placed in a position which might impair your health or which might be a hazard to you or to others, we need information about the following: Do you have, or have you had, heart disease, a nervous breakdown, epilepsy, tuberculosis, or diabetes? If your answer is "Yes," concerning any one of these, give details in Item 34.		
24. Within the last five years have you been fired from any job for any reason? 25. Within the last five years have you quit a job after being notified that you would be fired? If your answer to 24 or 25 is "Yes," give details in Item 34, show the name and address (including ZIP code) of employer, approximate date, and reasons in each case. This information should agree with your answers in Item 18, Experience.		
26. Have you ever been convicted of an offense against the law or forfeited collateral, or are you now under charges for any offense/against the law? (You may omit: (1) traffic violations for which you paid a fine of $30.00 or less, and (2) any offense committed before your 18th birthday, which was finally adjudicated in a Juvenile court or under a Youth Offender law.)		
27. While in military service, were you ever convicted by general court-martial? If your answer to 26 or 27 is "Yes," give details in Item 34. Show for each offense: (1) date, (2) charge, (3) place, (4) court, and (5) action taken.		
28. Do you now or have you ever used any drug, barbiturate or narcotic habitually or excessively? If your answer is "Yes," give details in Item 34.		
29. Do you have a current driver's license? If "Yes," give number and type of license. Has your driver's license ever been suspended or revoked? If "Yes," give details in Item 34.		

	Yes	No
30. Answer each part of this question carefully. Admitted past membership and participation in an organization of the type to which this question refers does not by itself disqualify you for Government employment. Consideration will be given to the nature of the organization, the extent of your participation, and any other relevant facts and circumstances. A. Are you now, or within the last ten years have you been, a member of: (1) The Communist Party, U.S.A., or any subdivision of the Communist Party, U.S.A.? (2) An organization that to your present knowledge advocates the overthrow of the constitutional form of government of the United States by force or violence or other unlawful means? B. If your answer to Items A(1) or A(2) is "Yes," write your answers to the following questions in Item 34 or on a separate piece of paper. (1) The name of the organization. (2) The dates of your membership. (3) Your understanding of the aims and purposes of the organization at the time of your membership.		
31. A. Does the United States Government employ in a civilian capacity or as member of the Armed Forces any relative of yours (by blood or marriage)? B. Do you live with, or within the past 12 months have you lived with, any of these relatives who are employed in a civilian capacity? C. Does the Colorado Cooperative Extension Service employ any relative of yours? If your answer to A is "Yes," give in Item 34 for such relatives: (1) full name, (2) present address (including ZIP code), (3) relationship, (4) department, agency, or branch of Armed Forces. If you answer to B is "Yes," also give the kind of appointment held by the relative(s) you live with or have lived with within the past 12 months. If you answer to C is "Yes," give details in Item 34.		
32. Do you receive or have you applied for retirement pay, pension, or other compensation based upon military or Federal civilian service? If your answer is "Yes," give details in Item 34.		
33. Are you an official or employee of any State, territory, county, or municipality? If "Yes," give type of position or name of office, and location. Item 34. Include whether elected or appointed.		

34. Space for detailed answers: indicate item numbers to which answers apply.
Item No.

If more space is required, use full sheets of paper approximately the same size as this page. Write on **each** sheet your name and birth date. Attach all sheets to this application.

35. Please respond to the following questions. (Attach additional sheets as necessary.)

A. Why are you interested in working for the Colorado Cooperative Extension Service?

B. As an extension worker you will be assuming leadership in working with many individuals and groups. What leadership experiences (*elected and appointed*) have you had in the various organizations you have belonged to?

C. What experience and training have you had in: (*be specific*)

a. Public Speaking
b. Writing
c. Working with organized groups
d. Teaching others
e. As a member or working with groups, i.e., 4H, Scouts, FFA, FHA, etc.

D. What are your professional and educational goals for the future?

E. The position description lists the required and desirable training and experiences that will be used in selecting final candidates for the position. Please prepare a statement that will relate your qualifications to these criteria. It is important to include additional information, personal experiences, qualifications, or personal situations that might be significant to anyone considering your application for a specific position.

36. References. List six persons who are **not** related to your and who have definite knowledge of your qualifications and fitness for the position for which you are applying; two of these should be individuals who are familiar with your academic training; two should be familiar with your personal background; and two should be qualified to evaluate your performance in past positions. Unless necessary, please do not repeat names of supervisors listed under Item 18, Experience.

Full Name	Present Business or Home Address (*number, street, city, state and ZIP code*)	Business or Occupation
(Personal)		
(Personal)		
(Academic)		
(Academic)		
(Job)		
(Job)		

Attention: Read the following paragraph carefully before signing this application.

A false answer to any question in this application may be grounds for not employing you, or for dismissing you after you begin work. All statements are subject to investigation, including a check of your fingerprints, police records, and former employers.

Signature (*sign in ink*)

I CERTIFY that all of the statements made in this application are true, complete, and correct ot the best of my knowledge and belief, and are made in good faith.

COLORADO STATE UNIVERSITY EXTENSION SERVICE*

STATEMENT OF FUNCTIONS AND GOALS

Extension work at Colorado State University was formally incorporated as a major function of the institution in 1915 when the State accepted provisions of the Smith-Lever Act. Extension initially was oriented toward service to rural residents of the state. Major program components were agriculture, home economics and youth work (4-H).

The basic mission of the Cooperative Extension Service has been to interpret and extend to the people of Colorado important new knowledge developed or acquired by the institution's faculty. New research from the Agricultural Experiment Station, research agencies of the U. S. Department of Agriculture, and from other universities (all research sources) has been an important part of the knowledge base used by the Extension Service.

As the state economy developed and as agriculture and rural living became more heavily intertwined with urban and nonagricultural activity, the extension programs broadened to include service to agriculturally related industries, nonfarm rural residents, communities, urban youngsters and urban homemakers. Urban 4-H began with the World War II victory garden program. Urban homemaker programs evolved as the basic educational needs of urban and rural homemakers became more and more similar. Rural community and economic development efforts gained a specific educational program identification during the 1950's. The evolving programs have always required close relationships with action agencies of the USDA, but in recent years the requirement has rapidly increased for close and sometimes formalized relationships between Cooperative Extension Service and non-USDA agencies of the state or federal government. The requirement also exists for Extension to have access to all colleges of the university.

Extension's responsibility to assist the commercial farmer and rancher is unquestioned. The role in nonagricultural and nonrural programing is less precise, but the nonagricultural goals are an imperative if Colorado State University Extension is to meet its potential in present day society.

Until July 1, 1966, the Cooperative Extension Service was a separate branch of Colorado State University. Since that July 1, 1966 date, the Director of the Cooperative Extension Service has held the broader responsibilities of Director for Extension and University Services. This organizational change has permitted a single

---

*Reprinted from Colorado State University and the State Board of Agriculture. Colorado State University - Statement of Functions and Goals (Submitted to the Colorado Commission on Higher Education.) Fort Collins, October 15, 1968. Pages 29-35.

office of the university to hold administrative responsibility for all extension functions including Conference Services. These functions in recent years have included programs funded under Title I of the Higher Education Act of 1965 and the Technical Services Act of 1965. It has also permitted the Cooperative Extension Service to be utilized as the basic organizational component for the development of a broader range of extension activity by the university. The present organization has resulted in overt efforts to incorporate the Cooperative Extension Service organically into the university to a greater extent than was the case before 1966.

On July 1, 1968, a change of major significance was made which integrated Extension specialists into the academic departments representing those disciplines in which full or part-time Extension staff are employed. This change brings college deans and many department heads into a position of direct involvement and responsibility for Extension work.

As now conceived by the University, the extension function embraces those programs of education conducted for nonresident students (youth or adult) which are designed to take knowledge from the university to the people and encourage its use in the solution of practical individual or group problems. Although some on-campus workshops, seminars and meetings may be included, the primary program efforts are off campus and are noncredit. Extension programs for credit are considered as a part of the academic program of the institution, although there may be close interrelationships between the teaching function and the audience assembly function. Although the Cooperative Extension Service will for the foreseeable future remain the largest of the Extension functions, other activities may be expected to expand. The total effort is referred to as University Extension.

Broad Objectives. The aim of the Colorado State University Extension Service is to serve the people of Colorado by making available to them the resources of Colorado State University as well as other educational resources wherever they may be found and to bring these resources to bear upon problems of the people in the several counties of this state.

Stated another way, the aim of the Colorado State University Extension Service is to capitalize on its time-proved educational structure (1) to reflect the real and urgent problems of local concern; (2) to provide an organized educational program related to those problems; and (3) to achieve effective involvement of the "knowledge center" resources of Colorado State University (and other colleges, universities and agencies) in helping local people solve those problems.

It follows that as the parent university properly responds to broader needs of a rapidly changing society, corresponding changes in the informal education offerings of extension will occur. Broad objectives lie in four areas of principal responsibility:

1. Agricultural production, marketing, and management--to provide

educational experiences that will (1) improve individual production efficiency with special emphasis on quality, (2) improve and expand methods of analyzing the farm as a composite of interrelated component parts, (3) help farmers use services of governmental and private agencies effectively, (4) respond to the emergent educational needs of individuals, firms, and groups concerned with the many aspects of agricultural production, (5) maximize return from marketing expenditures, (6) expand markets for farm products, (7) improve general understanding of the marketing process, and (8) provide organizational assistance to individuals, firms and organizations engaged in assembling, processing and distributing farm products.

2. Quality of living--To meet present and future needs of society, quality of living programs should call for Extension to: (1) Enhance the quality of individual and family decisions and provide the skills needed to carry out the decisions, (2) increase the ability of individuals to interact effectively with others, (3) assist the individual to acquire the ability to utilize community services and to participate in the development of community services, and (4) enhance the social, physical and economic mobility of the individual.

3. Resource development, use and conservation--To provide educational experiences that will (1) be of practical assistance to individual farm and ranch families in the development and efficient use of the resources directly under their control(development of expertise and responsibility in individual resource management), (2) develop organizational leadership in community and regional resources management programs, and (3) encourage broad-scale citizenship responsibility and concern for conservation, development and wise use of natural resources.

4. Community development--To provide educational experiences that will: (1) help to deal with community-wide problems by assisting local leadership to (a) identify priority problems, (b) inventory resources that might be beneficially developed, (c) investigate alternative courses of action, and (d) plan an action program toward problem solution or betterment of the existing situation; (2) act as "moderator" in bringing informational materials (pro and con) to assist local people in coming to decisions regarding questions of public policy.

Recent Changes in Colorado. The primary focus of Colorado State University Extension has been in noncredit problem oriented educational work. Changes in program activity have been made primarily by a reallocation of resources available through the traditional channels of the federal government, the State of Colorado, and the separate counties with which formal contracts for Extension work are executed. Serious efforts to interpret changes in the social and economic structure of the state have resulted in the following specific efforts to improve program efficiency and effectiveness.

1. Upgrading of staff--The increasing sophistication of knowledge

requires that Extension employees be increasingly well trained. Special study leave, sabbatical leave, workshops, in-service training, and improved recruitment policies and procedures have been oriented toward the upgrading of staff. Salary levels well below national average have tended to limit these efforts to some degree.

2. Area specialization--In an effort to specialize staff and improve effectiveness of programs conducted locally, staff assignments have been specialized on an area as well as state basis. Area specialization has been achieved by formally joining several counties together and specialization of the staff serving those counties, by employing area specialists who serve a number of counties even though they are not formally organized into administrative areas, and by informal coordination of staff members across county lines.

3. Pilot work for low income or minority groups--Pilot programs started in 1967 and have proved very encouraging in helping minority groups from low income families to find their way into the mainstream of American life. These efforts are primarily urban. In rural areas successful work has been done with children of migrant workers and with American Indians. The pilot program has also sought to develop new techniques by which the Extension function can be made more effective to youth and young adults from various economic levels, particularly those who are resident in urban areas.

4. Community services--Through Title I of the Higher Education Act of 1965, efforts have been made to provide educational assistance and services to Colorado communities, especially those in Northeastern Colorado.

5. Service to industry--The Extension and University Services office has cooperated with the College of Engineering to provide graduate engineering credit to employees of several Colorado firms through "in-plant" use of videotape.

6. Business management--Increasing competence by the Business College has resulted in expansion of efforts related to business management educational programs conducted off campus. This is an area of high priority interest which is expected to expand rapidly in the years ahead. Clientele served will include operators of small business firms, individuals, and larger businesses.

7. Use of new techniques for informal instruction--Efforts have been made to utilize new electronic teaching equipment including telelectures, synchronized tape-slide presentations, programed learning texts, and specialized newsletters and information sheets oriented for specific audiences.

8. CSU Councils--A major effort is currently under way to organize CSU Councils throughout the state. The councils will serve as a means of two-way communication between the people and Colorado State University, especially its Extension arm.

National Changes. Extension nationally has been changing significantly. Urban youth and family programs have become relatively common. Much greater emphasis has been placed upon programs involving social and economic development and quality of living. These programs have included increased attention to the lower income segments of society as well as those in the social and economic mainstream.

The changing nature of the extension function has resulted in a top level review of the Cooperative Extension Service by a study committee of the National Association of State Universities and Land Grant Colleges and the U. S. Department of Agriculture. Recommendations which will be published in late 1968 are nation-wide in scope but for the most part are applicable to the extension function at Colorado State University.

The basic thrust of recommendations of the National Extension Joint Study Committee calls for the Cooperative Extension Service to adapt its staff and program effort to serve more adequately the broad range of social and economic problems of the nation while continuing its assistance to the agricultural sector of the economy.

This major recommendation is based upon an assumption that Cooperative Extension Service will become more "total university" oriented, that it will function wherever the problems of people demand assistance, without regard to geographic limitations, and that new disciplines and program activity will be utilized, particularly in the "quality of living" and in "economic and social development" components of its programing.

For Colorado, the above goals will require more intensive efforts in the larger cities and the use of specialists from many disciplines of the university in addition to those departments in which Extension specialists are now located.

The national study committee strongly recommended that Cooperative Extension seek ways to serve more effectively those who are alienated from the mainstream of American society for reasons of race, earning capacity, or social standing. The Extension committee took notice of recommendations of the President's Commission on Rural Poverty which called upon the Cooperative Extension Service to better serve those in low-income categories and strongly supported the Commission's position that the land-grant universities should develop the interest, commitment and capability to provide assistance to low-income groups through their extension components.

The Cooperative Extension Service in Colorado has for the past two years conducted a pilot program for young adults and low-income minority groups. This program should be expanded as rapidly as practicable since it is attuned to some of society's most urgent problems.

The Future Role. The role of Cooperative Extension was spelled out by Extension administration in 1963. This role is even more obviously appropriate today. It is:

The Colorado Extension Service of tomorrow should be oriented to represent the "total land-grant university." When this goal is reached, each county or area extension office will be cast in a role which will include the following functions:

1. A focal point for a more efficient, better managed, and more rewarding agriculture.
2. A base and a resource for education, counsel and guidance on the management of economic and social change.
3. A base for county-wide or area-wide educational activities of the land-grant university designed to improve the quality of life for all people, both rural and urban.
4. A focal point of cooperation with and assistance to general extension or other educational programs of other colleges and universities of the state.

National Recommendations Applicable to Colorado. Specific recommendations of the National Extension Joint Study Committee which must be met to achieve the basic goals of the CSU Extension Service in Colorado include:

1. The Cooperative Extension Service should be the public's point of contact locally for the entire land-grant university.

2. The Cooperative Extension Service should be the "educational arm" of the USDA and other governmental agencies.

3. The existing relationships with county governments should be maintained. Efforts should be made to involve more city governments in the financial support of Extension programs.

4. The administrative mechanisms within the university must not only permit, but facilitate the channeling of all relevant university competencies to the Cooperative Extension Service.

5. The Cooperative Extension Service should give increased attention to staff training and development.

6. More specialized area agents should be employed.

7. Professional competence of Extension personnel should be continually improved.

8. Increased use should be made of specialists holding joint research-teaching-extension appointments.

9. New organizational structures to facilitate innovative programming should be utilized.

10. Personnel employed should be trained in disciplines relevant to their assigned educational responsibilities.

11. Increased use should be made of consulting teams on a contract basis for special problems.

12. Extension must cooperate closely with other agencies and institutions, especially in metropolitan areas.

13. Increased use should be made of non-Extension personnel hired for specific work on a part-time, one-time, or periodic basis. Such personnel can often be employed from other colleges and universities, especially to support educational programs in the local communities of the cooperating institutions.

14. Extension programs in agriculture should give an increased percentage of effort to marketing and business management and relatively less emphasis to production and husbandry programs.

15. Program efforts should be expanded in programs dealing with social and economic development.

16. Programs to serve the low-income farmer should be greatly expanded. These educational efforts should include assistance in evaluating options to farming and assistance in obtaining retraining for alternative vocations.

17. Programs dealing with natural resources and the environment should be expanded. In conducting these programs, Extension should provide full factual information regarding causes of problems such as stream or air pollution, source and impact of waste disposal implications arising from competing land and resource use patterns, and enter the controversial arena of public concern by stating and clarifying natural resources issues.

18. Programs to enhance the quality of living should be greatly expanded. These programs should include assistance to the disadvantaged. Personnel employed should be trained in the behavioral sciences as well as in home economics and agriculture.

19. Programs designed to motivate and provide educational assistance to the ethnically alienated should be increased. They should be oriented specifically toward target audiences and the problems and educational needs of persons for whom the programs are directed.

KIT TWO

1. Contract signed by employee with State Board of Agriculture. Copy is returned to employee after appointment is approved by State Board.

2. Certificate of Membership in the U. S. Civil Service Retirement System.

3. Employee given booklets on government-wide health programs to enable him to determine if he wishes to enroll. After enrollment the carrier sends an identification card and claim forms directly to employee.
   - 3a. General brochure
   - 3b. Blue Cross-Blue Shield
   - 3c. Aetna

4. University sponsored $20,000 group life insurance.
   - 4a. Brochure
   - 4b. Certificate sent to employee
   - 4c. Designation of Beneficiary (retained on campus)

5. Federal employees' group life insurance
   - 5a. Brochure
   - 5b. Certificate if employee enrolls in regular insurance
   - 5c. Certificate if employee enrolls in optional insurance

6. Designation of Beneficiary for $100,000 travel insurance. (retained on campus)

7. Workmen's Compensation for federal employees'. Employee covered by state insurance and if payment exceeds their limit, federal pays.

8. Faculty & Staff Manual

9. Federal Penalty Mailing Privilege Brochure

10. Identification Cards
    - 10a. U. S. Department of Agriculture
    - 10b. Civil Defense--Issued only to Agent in Charge and appropriate specialists.
    - 10c. Faculty Identification Card
    - 10d. Employee Identification Card

11. Patent Policy. Signed by employee retained on campus

12. Loyalty Oath. Signed by employee retained on campus

13. Letters sent to employee on salary, leave and a letter from the Director on probationary period, if applicable.

Attach to Personnel Action form

COLORADO STATE UNIVERSITY
Fort Collins, Colorado
ADMINISTRATIVE - PROFESSIONAL STAFF APPOINTMENT

TO THE PRESIDENT:

I request that you recommend to the State Board of Agriculture an appointment to the Administrative-Professional Staff in the _____ as follows:
(Department or Office)

Name of proposed faculty appointee: _____
State name in form in which it should appear on payrolls.

Position for which recommended: _____

Is this a reappointment? ( ) Yes ( ) No
Is appointment a newly-created position? ( ) Yes ( ) No
Type of appointment. ( ) Regular ( ) Temporary ( ) Special

9 or 12 month full-time salary rate _____

Total actual amount of salary to be paid _____

Appointment effective from _____ to _____ inclusive

Special conditions of employment _____

_____

Recommended by: _____ _____
(Department Head or Chairman) (Date)

Acceptance of this appointment is subject to approval by the State Board of Agriculture.

The acceptance of the policies of the State Board of Agriculture and the University is a condition of employment. See Faculty–Staff Manual for statement of policies. Particular attention is invited to Colorado Oath, [redacted], and CSU Patent Policy.

Approved by: _____
(Dean or Director)

_____
(Signature of Appointee)

_____
(Director of Personnel)

_____
(Academic Vice-President)

_____
(Director of Budgets)

_____
(Other appropriate administrative Officer)

_____
(State Board of Agriculture)

_____
(President)

FORWARD ALL COPIES TO PERSONNEL OFFICE AFTER NECESSARY DEPARTMENT SIGNATURES ARE OBTAINED.
Distribution will be made from the Personnel Office.

* NOTE: Special appointments are contingent upon availability of outside funds for the project for which your assignment pertains.

FEDERAL EMPLOYEE FACTS

THE CIVIL SERVICE RETIREMENT SYSTEM

The Federal Government's retirement system for its employees is one of the best features of its modern employment system. The system gives you a measure of income protection in case of disability, will provide for your family in case of death, and will pay you an annuity in later years. You should acquaint yourself with what you are entitled to for the 7 percent deducted from your salary for retirement purposes. To meet increases in living costs, annuities are subject to adjustment to keep pace with the Consumer Price Index.

Federal Employee Facts
No. 3
February 1970

United States Civil Service Commission
Bureau of Retirement, Insurance, and Occupational Health
Washington, D.C. 20415

Certificate of Membership

IN THE UNITED STATES CIVIL SERVICE

The obligations, benefits, and privileges described in this certificate are provided by the law. They are subject to change by legislation.

UNITED STATES CIVIL SERVICE COMMISSION

NAME _____

Show this to your family—Keep it in a safe place

STANDARD FORM 180

Standard Form No. 2809–A
U.S. Civil Service Commission
FPM Supplement 890–1
January 1967

30

The Federal Employees Health Benefits Program

U.S. Civil Service Commission
Bureau of Retirement and Insurance
Washington, D.C. 20415

2809-206

BRI 41-28
Jan. 1971

As revised January 1, 1971

Government-Wide

Service Benefit Plan

U.S. Civil Service Commission
Bureau of Retirement, Insurance, and
Occupational Health
Washington, D.C. 20415

The Blue Cross ®
and Blue Shield ®
Federal Employee Program

See back cover for
cost and enrollment
information

BRI 41-24
Jan. 1971

As revised January 1, 1971

Government-wide

Indemnity Benefit Plan

U.S. Civil Service Commission
Bureau of Retirement, Insurance, and
Occupational Health
Washington, D.C. 20415

See back cover for
cost and enrollment
information

4c

ENROLLMENT CARD

Group Life
Accidental Death & Dismemberment
Colorado State University
Policy No. 3759G

LAST NAME	FIRST	MIDDLE INITIAL

DATE OF BIRTH	SEX	SOCIAL SECURITY NO.	PAYROLL I.D. NO.

OCCUPATION DESCRIPTION	POSITION NO.	DEPT. NO.	DATE OF APPOINTMENT

BENEFICIARY'S LAST NAME	FIRST	MIDDLE INITIAL

RELATIONSHIP OF BENEFICIARY

Date of Application

Signature of Applicant

G-7038 3M 5 70

SECURITY LIFE AND ACCIDENT COMPANY
DENVER, COLORADO

4

security life of denver

Certificate of Group Insurance

This certificate is issued by Security Life and Accident Company, Denver, Colorado, herein called the Company, to the person named below, herein called the Individual, as evidence of insurance provided under the group policy specified below, herein called the policy. The insurance is effective only if the Individual is eligible for the insurance and becomes and remains insured as provided in the policy.

The provisions of the policy principally affecting the insurance of the Individual are described on this and the following pages of the certificate. The certificate effective date specified below is subject to the effective date proviso. The benefits described in this certificate are subject to all of the provisions, terms, and conditions of the policy.

President

Name of Policyholder (Herein called the Policyholder)

COLORADO STATE UNIVERSITY

Certificate Issued to:

John Doe

Cert. Eff. Date 5-1-71 (appt. date)

Designation of Beneficiary: The Individual may designate any person as beneficiary or may change a designated beneficiary, subject to the Beneficiary provisions in the portions of this certificate describing the Life Insurance for Individuals and the Accidental Death and Dismemberment Benefits for Individuals. Any beneficiary designation filed with the Company will be made available to the Individual upon request to the Policyholder.

This Certificate Supersedes and Replaces Any Certificate Previously Issued Under The Policy.

THE FEDERAL EMPLOYEES GROUP LIFE INSURANCE PROGRAM

U.S. CIVIL SERVICE COMMISSION
BUREAU OF RETIREMENT, INSURANCE, AND OCCUPATIONAL HEALTH
Washington, D.C. 20415

Standard Form No. 176–A
February 1970
FPM Supplement 870–1
176–203

FEDERAL EMPLOYEES GROUP LIFE INSURANCE PROGRAM

CERTIFICATE—REGULAR INSURANCE

EMPLOYEE'S NAME

FEDERAL EMPLOYEES GROUP LIFE INSURANCE PROGRAM

CERTIFICATE SUPPLEMENT—OPTIONAL INSURANCE

EMPLOYEE'S NAME

INA INSURANCE COMPANY OF NORTH AMERICA BENEFICIARY FORM

Complete this block each time this card is used. Please PRINT LEGIBLY.	
Insured's Name	
Insured's Address	
Name of Policyholder	Policy No. or renewal

BENEFICIARY DESIGNATION

Complete and sign this block if you wish to name or change your beneficiary.

I hereby designate the following beneficiary with respect to indemnity for loss of life, revoking any previous beneficiary designation with respect to the above identified policy. (Show given name and relationship to Insured. If more than one beneficiary, state how each should share):

Signature..... Date .....

AS-1428

Printed in U.S.A.

WORK INJURY BENEFITS FOR FEDERAL EMPLOYEES

U.S. DEPARTMENT OF LABOR

8

Colorado State University Academic Faculty and Administrative-Professional Staff Manual

the use of the FEDERAL PENALTY MAILING PRIVILEGE by EXTENSION EMPLOYEES

COOPERATIVE EXTENSION SERVICE
U. S. Department of Agriculture
State College of Agriculture
University City 51360

OFFICIAL BUSINESS

POSTAGE AND FEES PAID
U. S. DEPARTMENT OF AGRICULTURE

Mr. John Doe
1616 Elm St.
Tarsa 61620

Division of Management Operations • Federal Extension Service • U.S. Department of Agriculture

10B

UNITED STATES DEPARTMENT OF AGRICULTURE

IDENTIFICATION CARD

FORM AD-[illegible]

NO. [redacted]

NAME

[illegible]TE

THIS IS TO CERTIFY THAT THE ABOVE-NAMED IS A MEMBER OF THE STAFF OF THE DEPARTMENT OF AGRICULTURE, ENGAGED IN OFFICIAL WORK IN THE

(AGENCY)

SIGNATURE OF EMPLOYEE

AUTHORIZED AGENCY OFFICER

[illegible] M. Hardin

SECRETARY OF AGRICULTURE

ON SEPARATION OF EMPLOYEE FROM AGENCY DESIGNATED, THIS CARD MUST BE IMMEDIATELY RETURNED TO THE ISSUING OFFICE

GPO 16-32701-4

10B

S.F. 138 (Rev. 8/62) OCD REG. 231

DATE OF BIRTH | HEIGHT | [illegible]

COLOR HAIR | COLOR EYES | DATE OF ISSUE

EMPLOYER

SIGNATURE | TITLE

CARD NO. [redacted]

THIS CARD IS THE PROPERTY OF THE UNITED STATES GOVERNMENT. ITS COUNTERFEITING, ALTERATION, OR MISUSE IS A VIOLATION OF SECTION 499, TITLE 18, UNITED STATES CODE.

IF FOUND, DROP IN ANY U.S. MAIL BOX. POSTMASTER: POSTAGE GUARANTEED. RETURN TO GENERAL SERVICES ADMINISTRATION FEDERAL SUPPLY SERVICE, REGION 3, WASHINGTON 25, D.C. ATTN: STANDARD FORMS SERVICE OFFICER

FACULTY IDENTIFICATION CARD

000 00 0000

John Doe

COLORADO STATE UNIVERSITY

[illegible]

SIGNATURE

John Doe

REGULATIONS

1. This is to identify the bearer as a member of the General Faculty of Colorado State University.
2. If the card becomes lost, please contact the Personnel Office for replacement.
3. Upon termination at Colorado State University, please return this card to the Personnel Office.

IF FOUND PLEASE DROP IN ANY [illegible] BOX – POSTAGE GUARANTEED

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO 80521

PERSONNEL OFFICE

March 13, 1970

TO: Civil Service and Other Employees

SUBJECT: C.S.U. Patent Policy

Acceptance of the terms of the Colorado State University patent policy is a condition of employment for University staff members, employees and students.

Basically, this policy states that technical discoveries, inventions, and items of commercial importance resulting from the research or investigation conducted by University staff members, employees, or students on University time or by anyone utilizing University facilities shall become the property of the University or its designee. Detailed explanation and procedures for reporting inventions or discoveries involving possible patentable values resulting from research or investigations are contained in the University Staff Manual.

Your signature is required below indicating acceptance of the University patent policy.

Date _____ Signature _____

A. O. Farrar
Director of Personnel

12

I solemnly (swear)* (affirm)* that I will uphold the constitution of the United States and the constitution of the state of Colorado, and I will faithfully perform the duties of the position upon which I am about to enter.

_____

Subscribed and (sworn)* (affirmed)* to before me this _____ day of _____, 19____.

_____
Notary Public

My commission expires:

*strike inapplicable word

Printed 6/9/69

APPENDIX D

A Guide to Success in Extension for New Colorado Extension Employees

PLEASE NOTE

This Guide is presented to _____ to aid you in your becoming acquainted to your new position, location and Colorado Extension. Please feel free to use the check lists, make notes on any of the pages, remove or copy any parts.

Record of Orientation

To be submitted with the recommendation that the new employee be placed on regular employment status. (See page 172, Extension Handbook).

_____ has completed one year of employment in the Colorado Extension Service, and has received orientation training* or aid in the following areas which are identified in the orientation process (Guide).

	Supervisor (Initial)	New Employee (Initial)
Getting settled personally (if applicable)	_____	_____
Understanding Office procedures	_____	_____
Meeting people	_____	_____
Understanding the organization	_____	_____
Understanding the position, job, duties and roles	_____	_____
Understanding program development	_____	_____
Awareness to professional improvement opportunities	_____	_____

Comments:

Signed:

_____
Supervisor

_____
(Title)

_____
New Employee

_____
(Title)

*Orientation training should not be confused with in-depth training, but should be considered a "get acquainted to or with" kind of training.

A GUIDE TO SUCCESS IN EXTENSION

FOR

NEW COLORADO EXTENSION EMPLOYEES

COOPERATIVE EXTENSION SERVICE
COLORADO STATE UNIVERSITY
FORT COLLINS, COLORADO

DECEMBER 1972

PREPARED BY CLYDE M. RICHARDSON - PROJECT COORDINATOR -
ORIENTATION TRAINING

MELVIN L. ECKARD - STAFF TRAINING COORDINATOR

Extension Employment is open to all without regard to race, creed, color, sex or national origin.

FOREWORD

It is a pleasure to welcome you to the Colorado Cooperative Extension Service. It is our sincere desire that you be successful in our organization as much or even more than you may want to be a success.

This Guide and the companion Guide your supervisor has in his possession have been prepared especially to help you become a success in your new position and location. These guides are designed to reflect the realism that each new employee has a different background, thus needing different kinds of helps. Your supervisor is responsible for providing for those helps but as a professional Extension employee it is your responsibility to communicate your specific needs to this person so that the proper response can be made. Naturally, you in return will need to be receptive to your supervisor's and/or his staff's efforts to help.

Colorado is a state with a variety of problems, situations and climates. To function in a state of such variety we must have flexibility, give and take, within our own Extension organization. These flexibilities that allow us to function effectively are the same ones that make learning to be an Extension educator difficult to communicate to new employees.

We are pleased you chose the Colroado Cooperative Extension Service as your career. Extension has been and is a rewarding career for hundreds of professionals. And we, in Colorado, are determined to help you make it a rewarding career for you as well as the public you serve.

Sincerely,

L H Watts

Lowell H. Watts
Director,
Cooperative Extension Service

TABLE OF CONTENTS

Introduction 1

Phase I - Personal and Family Needs 4

Phase II - Office and Organizational Procedures. . . 6

Phase III - Meeting the People. 10

Phase IV - The Extension Organization. 12

Phase V - Position, Job, Duties and Roles 15

Phase VI - The Program Development Process 29

Phase VII - Professional Competence and Professional Improvement Opportunities. 33

Some Recommended Readings 35

A GUIDE TO SUCCESS IN EXTENSION

Colorado Extension Employees' Orientation Guide

INTRODUCTION

Orientation, says Webster, is "familiarization with and adaptation to a situation or environment" also "interpretation of the environment as to time, space, objects and persons". This definition seems to encompass the overall purpose of Extension orientation.

The person responsible for your orientation is your supervisor. Supervisors have been supplied with a copy of the "Supervisors Guide for the Orientation of Extension Employees" to aid them in a more systematic orientation of their staff members. The above-named publication is designed to help supervisors be more aware of possible questions the new staff member may have and to be more alert to "the teachable moment," that is, the right time and place for your learning the many facets of how to work in Extension.

Even with the "Supervisors Guide", supervisors though having a desire to help may overlook orientation needs of new staff because of a variety of reasons. Supervisors are busy people, most are not mind readers, and some may lack an interest in your field of endeavor. You could possibly find yourself working with a supervisor new to the location with a lack of knowledge to ask or answer some of your questions.

Regardless of what kind of situation you find yourself in and regardless of the supervisor being responsible for your orientation, communication in your orientation is a two-way street. In order for the supervisor and his staff to respond to your needs they must have some way of knowing what your needs are. This becomes rather difficult if you, as a new staff member, unfamiliar with this new position, location and/or organization can't identify what your needs are either. This leads us to the purpose of this guide.

"A Guide to Success in Extension" is not an answer book, it is a "raiser of questions" book and a guide to "where you might find the answers" book. In other words, the purpose of this guide and the companion guide your supervisor has are to aid the parties involved in the orientation process; you, your supervisor, his staff, other Extension personnel and clientele to communicate in an effort to get you off on the right foot.

The Orientation Process

For clarity the contents of this guide have been arranged into an "orientation process" consisting of seven phases. These phases are presented in the next pages in a chronological order for clarity purposes only. It should be realized that the best learning happens during the periods of time when the knowledge is usable. In other words, "the teachable moment."

The following objectives will be expanded in the sections of the guide that follows.

Phase I - Objective: To satisfy those needs which affect you and your family personally in respect to the new situation and environment.

Phase II- Objective: To become familiar with office and organizational procedures.

Phase III-Objective: To begin the process of meeting the people.

Phase IV -Objective: To become familiar with the Extension organization.

Phase V - Objective: To develop an understanding of your new position and the identification of the job responsibilities, duties and roles that best suit the Extension organization, you, the position and the job.

Phase VI- Objective: To gain an understanding of the Extension program development process.

Phase VII-Objective: To become aware of the need for professional competence and continuous professional improvement opportunities.

Immediate Responsibilities

The first few days on the job may be quite confusing. Extension and Department staffs get very actively involved at numerous times throughout the year with 4-H activities, meetings, budgets, phone calls, office visits, student counseling, etc. Many new staff members report that they arrived on the job one day, found themselves at 4-H camp the next, and haven't slowed down since.

In order to get you through the first few days on the job when it seems nobody has much time to explain what is going on, the supervisor may give you a list of specific tasks in conjunction with the event or events at hand. These "immediate responsibility" assignments you may note, because of their "involvement into the job" nature, may cross into any one or more than one of the phases outlined. Though these events may be confusing, none the less, they do provide an experience or "teachable moment" for you to learn about things Extension people do and how they perform on the job.

The assignments your supervisor gives you may come orally or in written form. If the supervisor doesn't provide you with assignments in written form, you may want to arrange these in an outline using the form on the following page. This procedure will help you remember what you are to do and provide you with a record of what you have completed so that you may discuss them with your supervisor or fellow staff members at a later date.

You probably will have questions about the event or assignments. By all means ask them. Remember your supervisor and fellow staff members cannot read your mind.

Date _____

Immediate Responsibility Outline

(Duplicate additional copies as needed)

Event or program _____

_____

_____

Assignments for new employee _____

_____

_____

Assigned by _____

Time and Dates		Assignment Details
Planned	Completed	

THE ORIENTATION PROCESS

Phase I - To satisfy those needs which affect you and your family personally in respect to the new situation and environment.

Your supervisor and fellow staff members are a part of your "job family". As such, it seems reasonable to expect help from them if you need it to get yourself and your family settled into a normal life pattern in your new community. In most cases your fellow staff members have lived in the area for some time. They have become familiar with the people, services, facilities, and who to see to get the help we need to live comfortably.

Don't be afraid to let your supervisor know of any problems you are having that he or the staff may be able to aid you with. It is pretty well known that these personal needs must be taken care of before a new employee can begin thinking about his work with much effectiveness.

Suggested Aids

A check list is provided on the following page which might be helpful to you in getting settled. You undoubtedly will have items to add.

PERSONAL NEEDS CHECK LIST

_____ Communication of arrival time and place with supervisor

_____ Housing available and names of realtors

_____ Temporary housing if needed

_____ Transportation (if needed)

_____ Utilities

_____ Telephone

_____ Mail

_____ Newspaper

_____ Assistance needed for "moving in"

_____ Churches

_____ Schools

_____ Stores and public facilities

_____ Points of interest

_____ Child care

_____ Where and when to report for work

_____ Arrangements for family meeting of work associates

_____ TV hookup (cable)

_____ Who to meet for financial assistance should you need it

_____ Other (your own list)

THE ORIENTATION PROCESS

Phase II - Objective: to become familiar with office and organizational procedures.

Office and/or organizational procedures are unique to every office and organization. All employees must eventually learn the "system". Therefore, your rapid attention to these "given" procedures will speed up your adjustment to the job, avoid embarrassment, and make you feel more comfortable in your new job environment. If this is your first position in a profession, you are new to Extension, or this is your first position with an office team, you may have to ask a lot more questions than if you have experience in one or more of the above.

Suggested Aids

The following check list is provided for you so that you may systematically become oriented to the office and organization procedures. The check list should give you a starting point for asking questions that may have been missed by the supervisor or his staff.

ORGANIZATIONAL AND OFFICE PROCEDURES

CHECK LIST

(This list is general in nature and will require greater specificity to fit a specific position; some items may not apply.)

Date discussed or completed

_____ 1. Working hours

_____ 2. Parking arrangements

_____ 3. Keys for and general information about building, office, restrooms, storerooms, janitorial services, etc.

_____ 4. Coffee and refreshment arrangements

_____ 5. Telephone procedures, placing long distance calls, Denver line, credit cards, etc.

_____ 6. Handling incoming and outgoing mail (times, procedures, who, where).

_____ 7. Special funds (coffee, flower, courtesy, petty cash, etc.)

_____ 8. Staff meetings (dates, times, location, responsibilities).

_____ 9. Penalty mail requirements and responsibilities.

_____ 10. Secretarial responsibilities and procedures (preparing letters, filing, work priorities, etc.)

_____ 11. Inter-office communication (routing mail, keeping supervisor informed, keeping office informed about schedules and location, teamwork).

_____ 12. Office budget and travel allotments.

_____ 13. Salary procedures (salary increases, performance evaluation, job counseling, grading system, professional improvement opportunities).

_____ 14. Special procedures.

_____ Moving expenses (if unclear)

_____ Probationary period

_____ Requests for leave (official, annual, sick)

_____ Tenure policy

_____ Travel approval

_____ Monthly itinerary

_____ CEMIS Activity Reports

_____ Plan of Work

_____ Narrative reports

_____ Field reports (state staff)

_____ Specialist requests

_____ Expense account

_____ Ordering audiovisual aid equipment and other materials and equipment

_____ Obtaining and using state cars (state staff only)

_____15. Purchasing supplies and materials

_____16. Office privileges and/or policy

_____ Beauty shop, dentist, doctor, barber, etc.

_____ Personal errands

_____ Use of sick leave and annual leave

_____ Compensatory time (as a result of night work or weekend work)

_____ Outside personal activities (moonlighting, public behavior, community involvement)

_____ Official holidays

_____ Faculty club

_____17. Filing system

_____ Explanation of office system

_____ Suggestions and help in developing a personal system

_____ Review of Filing Manual

_____ "Spring housecleaning" if in order

_____18. Explanation and use of available office and audiovisual equipment.

_____19. Office, building, grounds and area tour

_____20. Mailing lists

_____21. Other (identify)

THE ORIENTATION PROCESS

Phase III - Objective: to begin the process of meeting the people.

Your success in this new job may well depend upon the speed with which you get acquainted with the people key to your job. You will find two steps necessary.

1. Identification of "key people" as determined by your job responsibilities and the situation

2. A systematic attempt by you to meet the people identified as "key".

Your supervisor and fellow staff members can be of extreme help in getting you started with this process. They can:

1. Provide you with prepared lists of people for you to meet.

2. Help you establish priorities (meeting everyone will require a great deal of time).

3. Go with and introduce you to clientele and key people (at least in the beginning).

4. Review your progress. Continued communication with staff is very important.

Meeting people is a continuous and for the most part natural process throughout the orientation period. Those people you meet, of course, will not all be limited to prepared lists. Therefore, it could be helpful to you to keep a record of people you've met, especially if you have difficulty in remembering names.

Suggested Aids

The following page contains two outlines that identify categories of people that your supervisor and staff may feel are key for you to meet. These are only guides to aid you, your supervisor, and your fellow staff members in developing check sheets for your own use. The outlines are separated for use by campus personnel and county or area personnel, although there surely is overlap for both.

An Outline for Getting Acquainted With People

The following outline is intended as a guide for the development of a check sheet containing the names of people to be met by you. The resulting listings of people should include the name, why important to Extension, and a space to indicate the date they are met.

Area or County

1. Elected officials (Legislators, Commissioners, Mayors, City Councilmen, Assessors, Sheriffs, School Board Members, etc.).

2. Advisory Committee Members (CSU Council Members, Resource Development Groups, Commodity Organizations, Youth Council Representatives, Extension Homemakers Organization, etc.).

3. Chamber of Commerce (Officers and Manager).

4. Government Agency Representatives.

5. CSU and Extension Personnel (Specialists, Program Leaders, Administrative Officials, Other Faculty).

6. Church Groups, Service Clubs and Community Action Groups (Officers and Leaders).

7. Extension Program Officers and/or Leaders not included in above.

8. Field staff (contact agent, area or county specialists, Agent Association officers, Sub-district officers, etc.).

9. Other

Campus

1. Campus Extension Personnel (Director, Assistant Directors, Program Leaders, District Extension Directors, Specialists).

2. CSU Faculty (Deans, Department Heads, Key Faculty).

3. Key physical plant staff (motor pool, etc.).

4. Advisory committee members.

5. Other.

THE ORIENTATION PROCESS

Phase IV - Objective: To become familiar with the Extension Organization.

You cannot be expected to understand or to know all that is presented and discussed in this phase very fast. It is expected however that you will review and discuss the items presented in the check lists on the next two pages. This will take a great deal of time in reading and discussion; therefore, it is something you and your supervisor should plan for.

Review of the items on the check list should prompt you to ask many questions about the organization and your supervisor's philosophies in connection with the various facets of Extension. Don't hold back and don't leave questions unanswered.

The Check List

Don't rush to get this check list filled out. Be sure you have completed the suggested reading and discussion to your satisfaction and best understanding before checking.

ORGANIZATIONAL INFORMATION

CHECK LIST

Date discussed or completed

_____ 1. Review the materials you received upon application if you need to.

_____ 2. Review the information covered at the time of contract signing. Material and information included faculty appointment, health benefits, life insurance, ID cards (faculty, federal, civil defense) Workmen's Compensation, W-4 forms, retirement program, salary, leave (annual, sick, with pay, special study, sabbatical, official) loyalty oath, and patent agreement.

_____ 3. Materials to be reviewed and subsequently selectively read. (All are available in the office or planning unit)

_____ Extension Handbook

_____ Faculty Manual

_____ CSU Resource Guide

_____ CEMIS Handbook

_____ Popular Publications for Colorado Residents and Annual Inventory of Available USDA Popular Publications

_____ EFNEP Handbook

_____ 4-H Handbook

_____ Civil Defense Handbook

_____ Land Use Planning Handbook

_____ Service in Action Handbook

_____ People and A Spirit

_____ EEO and Civil Rights Affirmative Action plans

_____ Other

_____4. *Extension Organization

_____ Administrative structure and individual responsibilities

_____ Organization of state specialists (program areas, department heads, etc.)

_____ Contact agent groups (including Youth Development Committees)

_____ Sub-District Organization (committees and officers)

_____ Agents Associations

_____5. *Campus Procedures and Organization (primarily for state staff)

_____ Publication preparation procedures

_____ Publication distribution procedures, policies, and costs

_____ Services provided by Educational Media (tour may be helpful)

_____ Information Service

_____ Specialists organization

_____6. Review of Performance Counseling and Appraisal Guide

_____7. Resource materials common to the particular position or job responsibility (list and assist in locating)

_____8. Other

*Through consultation following or in conjunction with the reading in Item 3.

THE ORIENTATION PROCESS

Phase V - Objective: to develop an understanding of your new position and the identification of the job responsibilities, duties and roles that best suit the Extension organization, you and the job.

In general, each phase of this Guide points toward helping you understand why you were hired. The purpose of this phase is to deal directly with the position, job, responsibilities, duties and roles. You will recognize many of the activities related in this phase as things you did the first few days on the job especially if you arrived during a peak activity period.

Suggested Activities

1. Read - Current planning unit plan of work
   - Position description for your position
   - Job description of your predecessor
   - Position and job descriptions of others in your planning unit
   - Past narrative reports and success stories.

2. Prepare an activities calendar for the coming year (be sure to discuss with other members of the planning unit).

3. Association with a more experienced staff member.

   Plan some time with a more experienced staff member. Observe how they perform in different situations. This activity may call for making arrangements with somebody in another planning unit. If you feel this kind of association would help, consult with your supervisor on how to make these arrangements.

4. After reviewing your position description, and discussing your responsibilities with your supervisor and others, prepare a job description using the following outline:

   a. Name, title, position, location and date
   b. List major program areas of responsibility
   c. List major duties and/or activities expected in the major program areas
   d. List areas of joint responsibility with other staff members
   e. List duties and/or activities expected in joint endeavors.

Some other activities that may help you identify your duties and roles.

1. Problem oriented visits with other professionals in the Extension organization.

   New field staff may feel a need to visit with key individuals on the campus staff to learn more about their particular program area or the new member to the state staff may feel a need to find out about what is happening in the field.

   a. How to arrange.

      1) Determine with your supervisor the people and places to be visited.

      2) Correspond with or phone the people to be visited, set the date, place, time, and outline objectives for the visit. For instance, a campus visit for field staff might include development of a program with a program leader, District Extension Director, specialists or other campus personnel. A field visit for state staff might involve other specialists, program leaders, their supervisors, county or area planning unit personnel or other persons in planning and conducting a program from beginning to end in the field. This kind of planning could call for more than one trip.

2. A group of new employees and/or established employees with common concerns might consider joining together for a trip to the campus/field. If you do, consult with your supervisor about the possibility. It would be very important that a function like this be planned well and have clearly defined learning objectives. It is also important that supervisors are informed/involved throughout the planning. Some possible purposes for a trip like this could be:

   a. To meet the correspondents (not a valid reason alone for the trip, but does happen).

   b. To gain in-depth orientation to state/field programming and philosophies.

   c. To participate in practical application of program planning, including the conducting and evaluation processes of program planning.

   d. To plan and participate in in-depth planned training programs based on needs, wants, and planned objectives of new workers themselves.

   e. An opportunity for the supervisor and new employee to train together.

Check List, Additional Reading and Scorecards

The check list on the following page may be helpful to keep a record of what you have done. An outline for an activities calendar is provided on page 18. The additional reading on pages 19 - 24 could prove helpful also in identifying your job duties and roles. The meeting and circular letter score cards on pages 25-28 may be helpful in getting through your first meetings and in putting together your first newsletters.

JOB RESPONSIBILITIES
CHECK LIST

Date discussed or completed

1. Reading

   _____ Current planning unit plan of work

   _____ The new employees position description

   _____ Job description of predecessor

   _____ Position and job descriptions of others in the planning unit

   _____ Last year's narrative reports and success stories

2. _____ Prepared activities calendar

3. Prepared job description.containing

   _____ Major program area responsibility

   _____ List of major duties and/or activities expected in the major program area (include responsibilities to program planning and advisory groups; organizations and commodity groups relevant to the position: i.e. Extension Homemakers and Farm organizations; and mass media)

   _____ Joint responsibilities with other staff members

   _____ List of duties and/or activities expected in joint endeavors.

4. Discussed:

   _____ Professional associations

   _____ Professional image (appearance, behavior, attitude)

   _____ Office relations (loyalty)

   _____ Other (identify)

ACTIVITIES CALENDAR

Dates and Times	Events & Activities	Location

DUTIES OF SUBJECT-MATTER SPECIALISTS *

In backing up the work of agents in counties and areas the subject-matter specialist group, is concerned with the improvement of teaching. Specialists view the whole program and relate subject matter to all the phases of program making and execution. Five broad groups of functions are performed by subject-matter specialists, namely: planning functions, training functions, direct teaching, field studies to increase the effectiveness of the work in their respective subject-matter lines, and preparation of teaching materials.

In order that the work of specialists may be coordinated to help solve problems involving one or more subject-matter fields, someone may serve as leader of specialists. Such a person bears the same relation to the specialists as supervisors of other groups in the service bear to the group they supervise. When there is more than one specialist in a subject-matter department, the head of the department or one of the specialists may be designated as program leader. His duties are largely planning and coordinating.

The following list of specific duties of specialists was prepared in part by summer-session extension classes:

1. Keeping state and county extension workers up-to-date with regard to the findings of science and their application to the solution of farm and home problems.

2. Serving as a bridge between subject-matter research departments and field extension workers; interpreting the results of research in terms of desirable farm, home and community programs.

3. Assembling and analyzing facts, clarifying problems in the subject-matter field, studying the status of his enterprise throughout the state and the nation.

4. Helping county and area personnel to develop sound county, area and community programs in which subject matter is correlated to best serve the interests of the farm and home as a family unit.

5. Assisting agents, county and area specialists in the effective use of teaching methods peculiarly adapted to the subject matter involved.

6. Backing up the county and area programs with suitable state-wide publicity, popular bulletins, form letters, motion pictures, film strips, slides, exhibit materials, and other teaching aids.

7. Making studies to determine successful and unsuccessful methods of organizing and conducting extension teaching in the particular subject-matter field.

8. Outlining measuring devices and procedures applicable to the subject-matter problems being attacked and assisting agents and area specialists in their use.

9. Handling direct teaching of rural people within the county or area in such a manner as to strengthen the position of the county or area staff member and enable him better to meet subject-matter problems arising after the specialist's departure.

DUTIES OF COUNTY EXTENSION STAFF*

The county and area extension staff is by far the largest and the most important group in the Cooperative Extension Service. As the official representatives of the state land-grant institution and the U.S. Department of Agriculture, living in the county or area in daily contact with men, women, boys, and girls in actual life situations, the county or area extension personnel are in a strategic position to study the problems and serve the needs and interests of the people of the county or area. The duties of the county or area extension staff are legion, and he or she must be constantly alert to the social and economic changes that vitally affect the lives of the people. As extension is a voluntary form of education, the success of the extension professional is largely determined by the degree of confidence that people come to have in the local representative of the Extension Service.

The various kinds of county or area extension professionals perform similar functions. The following statement of duties outlined in part by extension classes are suggestive of the type of training that needs emphasis. It is a composite statement for all types of county staff members.

1. Represents the state land-grant institution and the United States Department of Agriculture in the county in carrying on an educational program to improve living.

2. Studies the county or area, its people, and its agriculture, family life and community ascertain its problems and possibilities.

3. Develops or aids in maintaining the necessary organization of people to help determine and carry out the county or area extension program.

4. Develops with the people of the county or area a long-time and current agricultural family life and community educational program based on the major problems and needs of individuals--adult and youth--and families.

5. Develops leadership.

6. Assists local organizations with their educational programs when their objectives coincide with the objectives of the county or area extension program.

7. Promotes friendly relationships and the coordination of activities of all agricultural and community life groups within the county or area.

8. Maintains a public office where all people may call, telephone, or write for information on all problems relating to agriculture, family life and community development.

9. Keeps informed regarding social and economic changes affecting the farms and homes of the county or area and keeps up-to-date professionally through attendance at conferences, reading, participation in in-service training courses, and otherwise.

10. Develops interest and cooperation of various organizations and individuals in the solution of farm, home, and community problems.

11. Assists local leaders by supplying supplementary material, visiting farms and homes, providing helpful literature.

12. Arranges for help of specialists and other resource persons.

13. Provides information to individuals and groups other than those regularly organized.

14. Helps evaluate work done by obtaining and analyzing records and preparing statistical and narrative reports for county, area, state, and federal use.

15. Encourages the interest and cooperation of various organizations and of people in the development of boys and girls through club work.

16. Assists people in the communities in the organization of local 4-H Clubs, in the selection and training of local leaders, and in the development of programs.

SPECIALIZATION AMONG COUNTY AND AREA PROFESSIONALS*

The composite statement above may be slightly misleading, for few Extension professionals, if any, would ever be expected to do all these things. In fact, the trend seems to be toward specialization. As more personnel are available in each county or area the work can be divided along subject-matter lines. Furthermore, with the increase in different clientele there is more specialization on farms and in communities. Some large commercial farmers have been heard to say, "I can't afford to fuss with chickens or a home garden". This may be sound farm management for that man, but it may overlook the best interests of the family and children. Specialization has led some counties to cooperate in the employemnt of one man for poultry, floriculture, spray service, or individual farm management. Agricultural engineers are being employed on an area basis to help with mechanization of farms. Areas of concern also affect the total community requiring specialization in working with people in community problems as well as specialized facets of family life.

*Adapted from: Kelsey, L.D. and C.C. Hearne, Cooperative Extension Work, Ithaca, New York. Comstock Publishing Associates, 1963.

PROBLEM SOLVING FUNCTIONS OF THE EXTENSION PROFESSIONAL

There are three major roles that professionals in the Extension Service perform: (1) As a learning specialist or instructor, (2) as administrator of training and development of staff clientele, and programs, and (3) as a contributor to organizational and clientele problem solving. Each of these three roles requires different skills and abilities, and the extension professional should be professionally prepared for all three roles.

The extension professional as a learning specialist position brings with it a need for personnel skilled in the ability to use learning theory and methods to meet training needs. The extension professional as an administrator may not have the time, inclination, or experience to be an active educator or learning theorist. Extension personnel as administrators may find themselves involved in utilizing skills of administration on such tasks as recruiting, coordinating, selecting and developing his staff team, and planning programs among other administrative duties.

The extension professional as a consultant to clientele and management is stressed as the most important role. The major need for this type of role is for training to be recognized, and used, as a valuable tool for management problem solving. "Effective training is helping people 'learn how to learn' from every aspect of out life (p.5)."

The problem solving functions of the extension professional are based on his knowledge and skills: (1) The professional helps clientele examine organizational problems, such as a workshop for problem-identification in regards to the relations between the organization and its membership. (2) The professional helps clientele examine the contribution of training to these problems such as exploring with clientele how training in social action and communications might lead to problem solving. (3) The professional helps examine the long-range and short-range objectives of the training such as helping the clientele in refining objectives and setting goals. (4) He explores, with clientele alternatives to training-problem solving approaches. (5) He develops with the clientele, training plans based on the objectives, and developed with the aid of a steering committee rather than submitting an individually developed plan for approval. (6) The extension professional explores appropriate resources implement the plan. (7) He provides consultation for the ient on evaluation and review of the program. Evaluation ust be in terms of problem solving and based on the current status of the problem not whether or not the clientele liked the program. (8) The professional explores with the client the follow-up steps necessary to reinforce problem solution. He encourages the client for example, to look at the

implications of the steps taken, and to assess the program at the present in terms of future action.

A continuum of consulting roles an extension professional will have in his helping relationship are: Position (1): He gives expert advice to the client. This he would do relating to the role of an expert in his field. Position (2): He persuades the client as to a proper approach. This may be a corrective active when based on his knowledge and experience, he believes the client is headed the wrong way. Position (3): He provides alternatives to the client. In this role, he is helping the client by providing more than one route to take. The extension professional is not an implementor but is more of a facilitator in identifying alternatives to the client for confronting the learning aspect of the problem. Position (4): He assists in the problem solving process. He doesn't get involved in content but acts as a consultant in helping the client maintain the quality of its problem solving. Position (5): He serves as a catalyst for the client's problem solving. In this position, the extension professional may only ask questions for the client to take into account as he strives to find a direction for action.

_____
Type of Meeting

MEETING SCORE CARD

Planning

Circle Correct Answer

Yes No 1. Was purpose for the meeting clearly understood by participants?

Yes No 2. Were participants involved in planning the meeting?

Yes No 3. Was agenda written out in detail prior to the meeting?

Yes No 4. Did participants receive the agenda before the meeting time?

Yes No 5. Was the meeting place selected suitable--airy, light and comfortable?

How could planning for this meeting have been improved?

_____

_____

_____

_____

_____

Meeting

Circle Correct Answer

Yes No 1. Did the meeting start on time?

Yes No 2. Did group members know each other or were they introduced?

Yes No 3. Was the purpose of the meeting clearly explained at the beginning of the meeting?

Yes No 4. Were participants involved in conducting the meeting?

Prepared by Melvin L. Eckard, In-Service Training Officer
Colorado State University, Extension Service May, 1965 E&T1

Circle Correct Answer

Yes No 5. Were participants given a break with an opportunity for refreshments?

Yes No 6. Were all participants given an opportunity to voice an opinion?

Yes No 7. Did speakers use audio-visual aids?

Yes No 8. Were participants given written materials to take home?

Yes No 9. Did participants seem interested in the meeting topic?

Yes No 10. Did any unplanned for difficulties develop?

Yes No 11. Were definite decisions made by the group in regard to needed follow-up, committees named, dates set or changes in practices that needed to be made.

Yes No 12. Did the meeting close on time?

Could this meeting have been improved?

_____

_____

_____

_____

Evaluation and Follow-up

Circle Correct Answer

Yes No 1. Was the effectiveness of the meeting evaluated by the participants?

Yes No 2. Did those responsible for planning the meeting evaluate it?

Yes No 3. Was a public report of the meeting made to the press and radio?

Yes No 4. Is there evidence that changes were made by participants as a result of the meeting?

Yes No 5. In your opinion did this meeting accomplish its purpose?

Page 3

How could the evaluation and follow-up from this meeting have been improved?

Circular Letter Title

CIRCULAR LETTER SCORE CARD

ITEM	GOOD	FAIR	POOR
Letter looks attractive, interesting and easy to read			
Gets attention through unusual or otherwise interesting approach:			
Caption or salutation appropriate and effective			
Cartoon or other appropriate illustration . .			
Opening sentence strong			
Letter seems important; tells people something they want to know. (Develops interest)			
Has "you" and "your problem" approach			
Arouses curiosity at outset			
Timely, deals with an immediate problem . . .			
Emphasizes importance of problem through reference to economic losses or other annoyance			
Letter well planned; interest of reader held throughout by good continuity:			
Adheres to definite purpose (one idea) . . .			
Simple sentences and short paragraphs make reading easy			
Complete and concise			
Clear and easy to understand and remember . .			
Technical words and phrases avoided			
If long, broken with interesting subheads . .			
News-story style followed			
Letter makes reader aware of problem and eager for practical remedy suggested			
Necessary facts well presented so that reader may decide wisely "Reason why" used effectively			
Suggestion used effectively			

THE ORIENTATION PROCESS

Phase VI - Objective: to gain an understanding of the Extension program development process.

This phase is intended to provide a guide for you to develop an understanding of the fundamental program planning process.

The following ten organizational principles have been operative since Extension began 50 years ago. They provided for changes which have taken place in adaption to changing conditions, but the principles within which Extension operates have remained the same.

1. Extension is educational in program content and methodology, not regulatory or financial; thus, it is administratively attached directly to the public university system and is a major part of it, rather than being attached to Federal or State government directly.

2. Extension is informal, noncredit education conducted primarily beyond the formal classroom, and for all ages. A variety of methods are used, extensive and intensive, with much emphasis on personal contact during the initiating stages of development with particular audiences.

3. Extension was established throughout the country close to the people, with local offices which are semi-autonomous units based on organization and planning with the people.

4. Broadly interpreted Extension functions to provide objective presentation and analysis of factual information for decision making by the people themselves; typically research based with free flow of communication between research, extension, and resident-teaching functions of the State university system, and also with the resources of the United States Department of Agriculture and other agencies, public and private.

5. Extension is people problem-centered and situation based. Extension education starts with helping people to identify and understand their needs and problems clearly and to work in solving them as they are in relation to their situation.

6. Extension is as broad as the economic, family living and community development problems of the people; including, but also concerned far beyond, agricultural production technology.

7. Extension is strictly a professional function manned by college trained personnel specifically qualified for their positions.

8. The human resource development of people, resulting from the processes of education involving the people, is considered an important result along with the results attained from the application of technological information.

9. Extension is cooperative, but not necessarily equal sharing of financial support between Federal, State and County or local levels. (In Colorado for 1970-71--Federal 33%, State 41%, County 23%, other 3%.)

10. Extension is cooperative, but not necessarily equal sharing of program development between Federal, State and County or local levels. (The locus of program control rests with local groups.)

There are several confusing areas related to program development that you may want to watch for.

1. Beware of confusion between such terms as goals, objectives, purposes, aims, etc. According to Webster they mean approximately the same thing. Additional confusion seems to develop when they are combined with such terms as: educational, short-range, long-range, teachers, learners, organizational, etc. In reality, whatever terminology makes sense to you should be used by you.

2. More clarity will result if the "Program Planning Process" is viewed as helping local people to make existing program activities more significant in view of local problems and the development of new activities that will assist in solving other local problems.

3. CEMIS (Colorado Extension Management Information System) was developed as a reporting system designed to provide all Extension staff with facts for management decisions. It was not intended as a program planning system.

4. Program accomplishments are greater when those concerned participate in the analysis of situations, identification of problems, setting of priorities, planning (decision making), action, evaluation and reporting.

   The planned program that doesn't include the people affected may be destined for failure.

The following write up explains in brief the major elements of Extension program development. After reading you will no doubt want to discuss these elements and the questions at the end with your supervisor and fellow staff members.

EXTENSION PROGRAM PLANNING PROCESS*

Program planning is viewed as a process through which representatives of the people are intensively involved with Extension personnel and other professional people in six activities:

-Studying facts and trends. i.e. Situation

-Identifying problems and opportunities based on these facts and trends.

-Making decisions about problems and opportunities that should be given priority.

-Establishing objectives or recommendations for future economic and social development of a community through educational programs.

-Determining and carrying out appropriate educational methods and evaluating progress toward objectives and accomplishment of goals.

A. SITUATION: It is very significant that existing situations be adequately studied. Factual data must be collected and correctly analyzed in order to identify problems that should be the basis for programs. Background information should include beliefs, attitudes, understandings, and knowledge about the economic and social situation. Situation information provides a benchmark or starting point for measuring change. People for whom programs are planned should be involved in the collection of facts, especially of a local nature.

Evaluation is applied to facts obtained for situation analysis. The facts are evaluated in line with established criteria. Some criteria are: facts must be accurate, adequate, current, and relevant. Facts should be analyzed and interpreted to be meaningful. The analysis of the situation information should justify the time that will be spent on the program in relation to other problems that may be identified and programs initiated.

B. PROBLEMS AND/OR OPPORTUNITY IDENTIFICATION: Problems and/or opportunities should be clearly defined and should be related to the situation as analyzed. Problems and/or opportunities selected for emphasis in an Extension program should be:

1. Significant in terms of the number of people concerned
2. Important in educational content
3. In line with Extension's educational responsibility.

The problem should also be possible of solution.

C. OBJECTIVES: Objectives should be determined in line with problems. Objectives should be determined cooperatively by the people for whom programs are intended and Extension workers. Objectives should specify the kinds of behavior changes desired, the subject matter area in which changes are to be made, and who is to make the changes. Objectives should also be challenging, achievable, and

D. METHODS: The purpose of the planning process is to determine information needs and to organize learning experiences (methods and techniques) that will give people the information they need. Appropriate methods and techniques in line with objectives are needed. It is easy to lose sight of objectives and use the various methods and techniques as an end rather than as a means of reaching a desired result or objective. We should continually ask ourselves "What is the purpose of this meeting, demonstration, news release, judging event, etc." The proper selection of the method is important.

E. EVALUATION: The total program effort must ultimately be measured in terms of goals and objectives attained. Evaluation is measuring eccomplishments or the desired change. Benchmarks must be used in measuring progress. Background or situational information would indicate where we are in any area of concern. Progress is measured by surveying the advance toward the achievement of our goals.

The following questions should be answered by you and your supervisor in determining priorities for the programs you are to be involved in.

1. Is this a legitimate job for Extension and why?

2. Who wants the problem solved and why?

3. What is the size (width and depth) of the problem?

4. What degree of importance has the problem now and foreseen?

5. What are the chances of success?

7. Who will benefit, and be harmed, by solving the problem?

8. What are the resources available? Will they do the job in total or in part?

9. Is additional outside help available? List.

10. Is our clientele capable of solving the problem without our help? Expalin the reason for this answer.

*Prepared by Charles E. Nelson, District Extension Director
Colorado State University Cooperative Extension Service
November 1972.

THE ORIENTATION PROCESS

Phase VII - Objective: to become aware of the need for professional competence and continuous professional improvement opportunities.

You, as with all Extension staff, are expected to exhibit professional competence and take advantage of opportunities for professional improvement. In reality, the reason for this Phase is to begin your continuous process within the Extension Service toward increasing competence through professional improvement. It is the responsibility of your supervisor to make information available that will result in continuous development of all staff members. It is your responsibility to take advantage of the opportunities provided to you.

Suggested Activities

1. Read Sanders' Instruction in the Cooperative Extension Service 1972.
2. Selectively read articles of interest provided in the Journal of Extension.
3. Others (selectively chosen by the supervisor and you as appropriate).
4. In consultation with your supervisor begin preparing a professional improvement plan. "Where I plan to go in Extension and how do I get there."

Suggestions

Using the check list provided in this section, and based on consultations with your supervisor, begin identifying your additional professional improvement and training needs. These identified needs may then be used to construct a professional improvement plan that will go beyond orientation training. Some of this additional training may be identified as reading while other training may be more complex and require workshops, summer schools or training leading toward advanced degrees. For more information on professional improvement and training information or opportunities, you and/or your supervisor may contact and consult with the Extension Service Staff Development Coordinator.

PROFESSIONAL IMPROVEMENT CHECKLIST

The following is a check list which may be useful for you in identifying further professional improvement needs and interests. Be sure to discuss your needs and plans with your supervisor for he is responsible for justifying the training and professional improvement activities his staff participates in.

_____A. Training needs in:

_____1. Specific subject matter (identify)

_____

_____

_____

_____2. Specific Extension program philosophies

_____ 4-H and Youth

_____ Community and resource development

_____ Agricultural programs (specify)

_____ Family living and nutrition programs (specify)

_____ Other (specify)

_____3. Communications

_____4. Group processes (social action and problem solving)

_____5. Supervisory training (staff and office management)

_____6. Other (list)

_____B. The new staff member has a prepared professional improvement plan developed with the aid of the supervisor and appropriate resource people based on training needs identified above.

SOME RECOMMENDED READINGS

FOR SUPERVISORS AND NEW EMPLOYEES

A People and a Spirit, Fort Collins, USDA/NASSULGC, Extension Study Committee, Colorado State University, 1968

Kelsey, L.D. and C.C. Hearne, Cooperative Extension Work Ithaca, N.Y., Comstock Publishing Associates, 1963.

Mager, R. F., Preparing Instructional Objectives Palo Alto, California, Fearon Pub., 1962.

Mager, R. F., Developing Attitudes Toward Learning Palo Alto, California, Fearon Pub., 1968.

Sanders, H.C., Instruction in The Cooperative Extension Service Louisiana State University, 1972.

Sanders, H.C., The Cooperative Extension Service Englewood Cliffs, N.J., Prentice Hall, 1966.

Van Dersal, W.R., The Successful Supervisor New York, Harper and Row Publishers, Inc., 1968.